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ABSTRACT

This issue on suggestive learning contains the following articles: (1) "A Time of Growth," by Kay U. Herr; (2) "Sophrology and Suggestology/Suggestopedia: The Same System with a Different Name?" by W. Jane Bancroft; (3) SALT-Quo Vades or Caveat Emptor," by C. L. Caskey; (4) "A Comparison of Suggestopaedia and Conventional Learning Methods," by Monique Loubaton; (5) "Report on Scarborough Language Institute's Experimental Approach for the Teaching of French 1975-77," by Louis Mignault; and (6) "Training Students to Use Self-Suggestions for Personal Growth: Methods and Word-by-Word Instructions," by Theodore X. Barber. (AMH)

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THE JOURNAL OF SUGGESTIVE-ACCELERATIVE

LEARNING AND TEACHING

Volume 4 Number 2 Summer 1979

CONTENTS

A Time of Growth
Kay U. Herr 69

Sophrology and Suggestology/Suggestopedia: The Same System with a Different Name?
W. Jane Bancroft 78

SALT - Quo Vades or Caveat Emptor
O. L. Caskey 87

A Comparison of Suggestopaedia and Conventional Learning Methods
Monique Loubaton 100

Report on Scarborough Language Institute's Experimental Approach for the Teaching of French 1975-77
Louis Mignault 104

Training Students to Use Self-Suggestions for Personal Growth: Methods and Word-by-Word Instructions
Theodore X. Barber 111

Erratum 129

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A Time of Growth

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Abstract

SALT activities of the past year are reviewed. Adaptation of SALT to a second-year German class and an advanced German composition and conversation class is discussed. Connections of SALT with other foreign language movements including communicative competence are explained with sample exercises appended. The author also describes a teacher-training experience, pointing out some of the pitfalls, and raises issues confronting the language profession today. Finally, thoughts on presenting and explaining SALT to others are discussed.

A year has passed since I reported to this organization on an experimental class using SALT methodology, and it has been an exciting year of growth. My understanding of SALT has increased, as have my perceptions of its wider applications. I also envision a place for SALT within the evolving events in American education, including the movement in instructional development in this country.

Instructional development seeks to promote improvement in both teaching and learning as well as in program or curriculum, and there is a network of persons in higher education who are interested in teaching, learning and innovation for the sake of improvement. Many of you, if not all of you, would agree there are many practices and attitudes in our educational establishment which work against effective teaching and learning. Owen Caskey, in his opening remarks to this convention, referred to an "instructional revolution." A revolution usually has two polarized groups--those who are in revolt and those against whom the revolt is directed. Yet this instructional revolution is not so neatly arranged. Society is revolting against instruction as charges of failure and mismanagement are hurled at educators and educational institutions, the finances of which are often controlled by those leading the revolt. Those of us who are educators are, therefore, the victims of the revolt within society; yet we in SALT are, at the same time, also engineering a revolution from within, and we are not alone. Whether we speak of a particular discipline such as foreign languages or whether we look at a larger area such as humanistic education, the tendrils of positive change are spreading out. This revolution should excite us, but its twofold nature can also create tension. As we participate in the movement towards improved teaching and learning, we also confront the societal obstacles such as budgetary constraints and, for example, the often misunderstood term "back to basics." When Owen spoke of this instructional revolution, he made no prediction as to its outcome, nor would I be so bold to do so. Of only one thing can we be certain--there will be change and, hopefully, this change will be one of positive growth

as we would understand it.

During the past year I have been involved with SALT in three areas: adaptation to my regular university classes; a teachers' workshop, the topic of which was SALT together with communicative competence; and what I shall call public relations for SALT methodology and our organization.

I adapted SALT to a second-year German class, meeting five times a week, with goals in all four language skill areas--listening, speaking, reading, and writing--and also to an advanced German composition and conversation class, meeting four times a week. Although it had originally been intended to have an experiment with a control group, scheduling and staffing prevented such a design. It was not possible to obtain a comfortable classroom for either class, and they were both taught in usual classrooms, one of which had no windows. Unless one has particular advantages, problems with rooms and audio-visual equipment are quite likely to occur. For both classes, the materials used were normal texts agreed upon by the faculty. In the second-year class, three texts were used; in the advanced class, there were four texts. Neither class uses dialogues, which is the usual model for presenting new foreign language material with SALT methodology. For the organized presentation of new material in the concert stage, I used vocabulary lists combining material from the several texts in which the assignments were given. It should be stressed that I sought to vary the manner of the presentation. During the next academic year, I hope to be able to incorporate dialogues.

Often I have been asked whether I did a particular thing every day, but one must remember that adaptation of SALT to the usual time frame of our American classrooms and consideration of differing goals and objectives means one will be spreading the unique aspects of SALT over several days. I conducted a concert stage approximately every seven to nine days in the second-year class. Next year, I may try to do it about every six days. Students were very receptive to the concert stage and this manner of learning. All evaluations of this aspect, as well as of the class in general, were positive. During the first semester, there was a brief, formative evaluation every week. Students were clearly and visibly very involved with this experience and with their powers of visual imagery. Relaxation exercises were conducted on the first day in English and then immediately again in German, which presented no problem for the students. Time spent on such exercises gradually diminished, and by the end of the year they were seldom used.

I employed many different whole brain learning activities, communicative competence techniques including values clarification exercises, as well as fantasy trips with grammar explanations, which were also very successful. Much of what we are doing could fit into a concept of *play* , one I would recommended for our further discussion. These aspects also are akin to, or reflected in, other movements in American foreign language education such as: the physical response technique (Asher, 1969a, 1969b); communicative competence (Jarvis, 1974; Schulz, 1976); and community language learning (Curran, 1976).

One must remember that adaptations of SALT to a regular university program will mean one must deal with expectations of meeting goals in all the language skill areas, which has often not been the case in programs using SALT or suggestopedia for language instruction. The skill areas that have not commonly been stressed are those of reading and writing. With respect to the latter, the language teacher has traditionally been occupied with discrete point activities, which means working with writing for the sake of practice and acquisition of precise grammar facts, rather than free and creative writing. Language instruction has often emphasized discrete control of grammar facts, which is most probably the skill of least benefit and interest to the student. Often, too, genuine reading is not taught or learned; the student is rather instructed in translation of texts and is nearly always given material that is too difficult. Seldom does one encounter a language class in which students read material which they can comprehend readily without frequent reference to a dictionary, and seldom is the student allowed to read something without being asked content questions. Rarely does the language teacher assume a selection can be understood by the student.

Students, at least university students, seem to enter a language program prepared to dislike the literature aspect, which is a large component of any program above second year. This dislike stems from a multiplicity of reasons; however, no matter what the cause, one can seek to desuggest this attitude through SALT methods. In the second-year class, I used direct suggestion to promote involvement with the literature in a way that was rather different from our usual conception of suggestion. For example, the students had been assigned a story by the major German author Thomas Mann. It was a somewhat depressing and sad story titled "Tobias Mindernickel" about a man who kills his dog. I find the story sad, and I purposefully suggested to the students that they, too, would find the story sad. These remarks had been preceded by comments and discussion about human relationships with animals. By so doing, student attention was directed to their feelings and emotional involvement with the story and, hopefully, away from any linguistic difficulties they might have. Vocabulary enhancement through SALT methods with a literature class will, I anticipate, lessen reading difficulties usually experienced by students at that level. Next year, I shall be applying SALT and the concept of play to a third-year literature class.

Adaptation to my advanced composition and conversation class was somewhat different from the second-year class. The concert stage was used once a week and, again, the material presented was a combination of several different books. Relaxation exercises were employed from the beginning in the target language, and time spent with such exercises decreased as the semester progressed. There was also a variety of whole brain learning and communicative activities. The usage of such activities, I should perhaps mention, is not entirely new for either of the classes I am describing.

The greatest problem with this fourth level class has been, and will probably continue to be, the great disparity of student preparation and

abilities. One can have native speakers, American students who have lived in the country for several years and have excellent command of the language, and there can also be those who do not yet fully control the forms of the definite article. For this reason, perhaps, I sensed the concentration of the class during the concert stage was not as finely tuned as in the other class, although I by no means felt it was unsuccessful. However, for the sake of variety, I did not continue the concert stage during the second semester. With respect to vocabulary enrichment, I switched to working with word families. (On the student evaluation given at the close of the second semester, after this address was delivered, students were asked which vocabulary approach was of greater benefit to their learning. Without exception, all strongly favored the SALT method of the first semester.)

In summary then, I do believe adaptation of SALT to university-level language classes in a regular structure is, and can be, successful. All student reactions were positive, as were my own. The question of whether or not they learned more material than before must remain unanswered for now. There was no control group, and I have no way of comparing student performance of this year with that of previous years. Moreover, student reactions to my classes in the past have also been positive. Thus, I have only my own subjective observations; however, in my opinion, students of these classes have a more direct control and greater comprehension of vocabulary than before. This gain I would consider of tremendous value for, in language learning, vocabulary difficulties and personal anxieties about speaking are two very formidable obstacles.

In the coming academic year I shall be teaching two second-year classes and will continue to teach with SALT. Materials development will be my foremost concern. I anticipate using the concert stage more frequently and working more with visual imagery. SALT will also be adapted to a third-year literature class.

The second area of my involvement with SALT was in a teachers' workshop for graduate credit. Those attending were primarily foreign language teachers, with a few persons from the field of English as a foreign language. The topic of the workshop was twofold: SALT and communicative competence. This term is generally assumed to mean audio-oral expression; one succeeds in communicating something to a receiver. However, there are several levels of meaning to the phrase, and one can also speak of communicative competence in the areas of reading and writing, as well as in speaking and listening. Linguistic competence describes a mastery of grammar, syntax, phonology, and morphology.

The workshop was very well received, and those who tried aspects of SALT were very pleased and excited. As we were doing this during the school year, when the teachers were extremely busy, I urged them to pursue gradual implementation of SALT techniques. They expressed apprehension about the method which, as we all know, requires some courage, willingness to take a risk, and a time commitment. However, their apprehension was alleviated once they had tried it. Another

important concern was the reaction, or expected reaction, of their administrators. Whether or not the teachers implemented SALT methodology was dependent on several factors--their interest, time, and assessment of administrative reaction, as well as of their own abilities in using some of the more unusual aspects of SALT. Nearly all tried something and were very pleased with the results. The teachers also observed in the final evaluation that they had learned a great deal about teaching and learning, i.e., aspects they had not previously considered such as the power of suggestion and expectation, including non-verbal communication, and the purposeful creation of a positive atmosphere.

I, too, have some concerns about ourselves as language teachers. There are those who are looking for gimmicks as solutions to educational problems. Language teachers may be more prone to this than some others because of the enrollment problems of recent years and because, in this era of budgetary constraints, foreign language is often, and most unfortunately, viewed as educational frosting. The presenter of SALT methodology must be certain that it is not viewed as a gimmick. Also, in our public schools, serious teaching and learning may sometimes be lacking. Language teachers have a large repertoire of games and recipes for Friday afternoon culinary sampling. Such activities can indeed be very worthwhile, but the deeper educational motivation must be articulated and understood. One might also raise the issue of language teachers as humanists, and there may be those who do not properly understand our role as such. This lack of global vision may be, in part, due to the current defensive stance of the profession.

Such remarks are, of course, my own opinions and are quite controversial. I would welcome opportunity to discuss them. However, I do not wish to be misunderstood. My respect for my fellow language teachers is great, for they are a very industrious group. If my observations have any validity, then the universities are, in turn, at fault. It is we who have trained both the public school teachers and ourselves.

The other topic of the workshop, i.e., communicative competence, I do not consider a digression from SALT. For the American language teacher of today, the two complement each other. The idea of communicative competence arose, stated very simplistically, because of both teacher and student dissatisfaction with audio-lingual methodology. Much of what is recommended for communicative activities is dependent upon techniques of values clarification. Again, in my opinion, words of caution may be necessary. Some such techniques can be quite risky, and one is occasionally reminded of the rosy platitudes of the sixties. These activities can be very productive in the classroom and are in accord with the principles of SALT. One can seek a way to use such exercises with personal involvement of the student through solicitation of impersonal or non-threatening topical matter. Examples of such exercises are appended.

Thirdly, I was involved with public relations for SALT and our organization through talks to various groups. I found people welcomed information about SALT. Many are thirsty for new instructional ideas or,

for pragmatic reasons, are being forced to consider instructional improvement. As many of you have experienced, there are frequent misconceptions about SALT, and it can be quite challenging to allay such misunderstandings. Some persons fail to realize that underlying SALT are basic attitudes towards man. The revelations that can come through awareness of SALT may provoke a change in attitudes, something that we here would subjectively consider to be positive growth. We believe one can learn this methodology--it is not innate; therefore, we express a belief in our own potential. The unique elements of SALT, such as the usage of the concert stage and the control and understanding of suggestion, along with those aspects which appear in other approaches as well as the usage of relaxation techniques, can greatly increase one's cognitive understanding of the teaching and learning process.

With or without adoption or adaptation of SALT, those to whom we speak cannot help but become aware of the problem of stress in the classroom and its possible alleviation. Their sensitivity to others, which should be far greater than "needs assessment", might be heightened. And, finally, they may come to increased understanding of their own power of expectations for students. Consequently, I believe any efforts we make in the area of publicity and public relations are worthwhile; it may represent growth for ourselves as well as for those whom we address.

And it is in the word *growth* that I would summarize my SALT activities of the past year. The future promises continued work with SALT, and I look forward to continued growth, both for myself and my students.

APPENDIX

Below are given samples of exercises used in German classes. All were originally in the target language. Values clarification techniques such as the continuum are included. The student is directly involved through the solicitation of personal opinion, but the topics and questions or statements are non-threatening and impersonal. The exercises were developed for oral activity, but some were then also used for written work.

Places to live

The point of departure for this exercise was a poem titled "The Small Town" by Wolf Biermann.

1. I would like to live . . . . ., because...
   a. in a large city
   b. in a smaller town
   c. in a village
   d. in the country
2. The prettiest large city in the U.S. is . . . . ., because...
3. The most interesting large city in the U.S. is . . . . ., because...
4. The dirtiest city in the U.S. is . . . . ., because...
5. The most boring city in the U.S. is . . . . ., because...
6. The most dangerous city in the U.S. is . . . . ., because...
7. If I could spend a year in a large city in another country, it would be . .

. . ., because...
   a. Munich
   b. Berlin
   c. Paris
   d. Tokyo
   e. Buenos Aires
   f. London
   g. ?
8. I would most like to live in . . . . ., because...
   a. a one-family house
   b. an apartment
   c. a high-rise apartment building
   d. a mountain cabin
   e. a condominium
9. Fort Collins has changed a lot in the last few years, and that is good . . . . . bad.
10. With respect to places and styles of living, we can probably learn a lot from the Europeans, for example...

Transportation I

This was first discussed in small groups. Students were then directed to go to one side of the room or the other, the true or the false side, depending on their opinion. Reasons for the decisions were then given. This was done informally; anyone who wished simply spoke out, and even the usually quiet individuals spoke up.

1. The car was a bad invention.
2. In the U.S. it is very difficult to exist without a car.
3. Younger students should not be permitted to have cars.
4. Cars should be forbidden on the university campus.
5. There should be an express train running between Fort Collins and Pueblo.
6. We should immediately institute laws against cars that use too much gasoline.
7. The car has had a good effect on society.
8. The car has freed people.
9. Our freeway system is not big enough.
10. One should be able to drive faster than 55 MPH.
11. San Francisco's BART system has been a failure.
12. Denver should have a subway.
13. It would be impractical to introduce mass transit on a large scale in Colorado.
14. In fifteen years we will be driving with electric cars.
15. The price of airplane tickets should be cheaper.
16. Gliding is fun.
17. People will not do what is necessary to combat air pollution.
18. Technologists and scientists will discover something which will solve our air and transportation problems.
19. Japanese cars are better than American ones.
20. American cars are the best.

Transportation II

Students were directed to choose any and all answers with which they were in agreement. They then discussed their answers and reasons with others in a small group. This and the previous exercise departed from some newspaper articles which dealt with transportation.

1. The German transportation system is

a. much better than the American.
b. not as good as the American.
c. just as good as the American.

2. We should
   a. build more civilian super-jets.
   b. forbid civilian supersonic planes.
   c. not permit supersonic planes to land in the U.S.
3. Stapleton Airport in Denver
   a. must be enlarged.
   b. should not be enlarged.
   c. should be closed.
4. When one goes by train (in Europe),
   a. one is much safer than when one flies.
   b. the risk of derailment is great.
   c. one runs the risk of collision with another train.
5. Driving with a car in Europe
   a. is cheaper than in the U.S.
   b. is dangerous to life and limb.
   c. is crazy, because the public transportation system is good.
6. Hitchhiking
   a. is cheap and no big risk.
   b. is very dangerous.
   c. is cheap, though connected with risks.
7. Riding a bicycle
   a. is very healthy.
   b. is economical.
   c. is too dangerous because of the heavy traffic.
8. Motorcycles
   a. are a good means of transportation.
   b. are too loud and dangerous.
   c. have a bad reputation.
9. The busses in Fort Collins
   a. are Ford busses.
   b. are Mercedes-Benz busses.
   c. are driven by gasoline.
10. It would be most interesting to make
    a. a long trip by plane.
    b. a long trip by train.
    c. a long trip by bicycle.

Politics and literature

The departure point for this exercise was a short story titled "Memories of a King" by Heinrich Boll. One might have to do a bit of political science review with such an exercise.

1. If I were an author, I would
   a. write about war.
   b. write fairy tales and stories for children.
   c. write love stories.
   d. write non-fiction.
2. The best form of government is
   a. a republic.
   b. a monarchy.
   c. a dictatorship.
   d. no government.
3. The life of a king is difficult . . . . . easy.
4. Pig Gí II should have stayed in Capota. Yes . . . . . no.
5. Poskopek should have died. Yes . . . . . no.

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Un temps d'accroissement
Les activités de SALT de l'an dernier sont revues. L'adaptation de SALT à un cours d'allemand de deuxième année et à un cours supérieur de composition est discutée. On explique les rapports de SALT avec d'autres approches de l'enseignement des langues étrangères y compris la compétence communicative à l'aide d'exercices pratiques. L'auteur décrit également une expérience d'entraînement pédagogique tout en signalant ses pièges et soulève des questions auxquelles les professeurs de langues étrangères d'aujourd'hui sont confrontés. On discute quelques réflexions sur la présentation et l'explication de SALT aux autres.

Un tiempo de crecer. Las actividades de SALT del año pasado se revean. La adaptación de SALT para una clase alemanisca del año segundo y para ura clase avanzada de composición tudesca y conversación se discute. Las conexiones de SALT con otros movimientos de lenguas extranjeras encluyendo suficiencia comunicativa se explican con ejercicios ejemplares colgados. La autora tambien describe una experiencia en una escuela norral, apuntando unos lazos y levantando unos puntos confrontando hoy la carrera de lenguas. Al fin pensamientos del presentar y explicar SALT a otros se discuten.

Eine Zeit der Entwicklung
Die Verfasserin überschaut ihre SALT Tätigkeiten des vorigen Jahrs und bespricht ihre Anwendungen von SALT auf eine Deutschklasse im zweiten Jahrgang und auf eine Schreiben- und Gesprächsklasse. Sie erklärt Beziehungen von SALT auf anderen Methoden des Fremdsprechenunterrichts (z.B. Communicative Competence) und fügt auch Muster-Übungen hinzu. Sie beschreibt auch ein Erlebnis des pädagogischen Unterrichts und bespricht einige Probleme, die sie damit hat. Schließlich bespricht sie Fragen des Berufs und teilt uns ihre Gedanken mit, wie man SALT anderen Leuten präsentiert und erklärt.

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Sophrology and Suggestology/Suggestopedia: The Same System with a Different Name?

W. Jane Bancroft
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Abstract

The author outlines the techniques of Sophrology, and then compares them to the methods of Suggestology/Suggestopedia.

In the 1960's, two medical doctors, Georgi Lozanov and Alfonso Caycedo discovered, no doubt independently one of the other, that certain yogic techniques of physical and mental relaxation could be used to produce a state of analgesia or relief from pain, on the one hand, and a state of hypermnesia, or greatly improved memory and concentration, on the other (Boon, Davrou, and Macquet, 1976, pp. 78-79,173). In Sofia, Bulgaria, at the Institute of Suggestology headed by Dr. Lozanov, a team of experts, led by Aleko Novakov, combined yoga relaxation and verbal suggestion with the direct method to produce a unique system of foreign language teaching: Suggestopedia. At the Institute Alfonso Caycedo in Barcelona, research in Sophrology, the system founded by Dr. Caycedo, is based on techniques derived from the ancient East in addition to hypnosis, verbal suggestion and autogenic therapy. The word *sophrology* combines the Greek words *sos* (sound), *phren* (mind), and *logos* (study), to mean the study of a sound mind or a harmonious consciousness.

While most work in Sophrology has been done in medicine, especially in obstetrics, its techniques have been applied to fields as diverse as sports and pedagogy. Educators, particularly in Spain and France, have taken from Sophrology its special voice training (*Terpnos Logos*) and its techniques of mental and physical relaxation including breathing, visualization and concentration exercises which, like those originally used in the Lozanov Method, promote hypermnesia and creativity. Like Suggestology/Suggestopedia, Sophrology has been applied in pedagogy to subjects like foreign languages which require, at least initially, the memorization of large amounts of basic factual materials. Within the context of Sophrology, Caycedo has developed a memory training system which is very similar in its basic structures to the original suggestopedic *seance(s)* ("learning sessions" — editor.)

Like the psychotherapeutical method espoused by Dr. Lozanov at the Institute of Suggestology in Sofia, Dr. Caycedo's system of Sophrology emphasizes holistic and prophylactic medicine. The patient is considered not as the sum of one or more suffering organs, but as a human being in a temporary state of illness. He is treated as a unity; mind and body are considered as one. The doctor or therapist is not merely a pre-

scriber of medicines or remedies but a collaborator, either with the individual patient or with the individual as part of a group, and these ideas are projected into education. While the doctor or therapist is very much an authority figure, the patient must take responsibility for his own well-being. As in Lozanov's psychotherapeutical system, the patient in Sophrology undergoes anamnesis--an interview bearing on his past, professional situation, and reasons for undergoing therapy. The method is explained and its procedures outlined. The patient is guided through techniques of physical and mental relaxation, referred to as: simple sophronisation, followed by intra-sophronic activation (i.e., autogenic exercises) and desophronisation or "coming out." The session concludes with what is termed a post-sophronic discussion, or dialogue between therapist and patient(s).

Sophrology stresses the importance of the personality of the therapist or teacher in much the same way as Suggestology/Suggestopedia. Lozanov emphasizes the authority of the doctor or professor and the "infantilization" or spontaneity and confidence of the subject. Sophronic alliance is the term used to describe the special relationship, or pact of confidence, which exists between the sophrologue and the patient or student. As in Suggestology, the relaxed but nonetheless authoritative attitude of the sophrologue is considered to be a very important part of the treatment process--especially in dealing with patients suffering from psychosomatic illnesses. Suggestology talks about the role of the environment, both social and physical, using the term "double-planeness." Caycedo considers the milieu, which must be calm and tranquil, to be an essential factor in treatment or education. Sophrology is considered by its practitioners to be not only a science and a therapeutical system but also a philosophy, a way of life and an art (Boon, et.al., p. 76). One is reminded of Lozanov's belief that the teacher and the physician must become artists in their chosen profession.

Lozanov stresses the importance of intonation and rhythm in the pedagogical or therapeutical process; in his thesis, *Sugestologiia* , he states that the rhythmically correct intonational presentation of the program for memorization ensures that a large volume of material will be memorized and retained (1971, pp. 242-243). Sophrology devotes a great deal of attention to special voice training: the correct positioning of the voice, as in yoga, together with the proper rhythm of presentation. "Il suffit ... que le sophrologue utilise le Terpnos Logos avec son rythme, la voix douce et monocorde, pour obtenir ... l'etat sophronique (Boon, et.al., p. 126)." The therapist's persuasive, suggestive voice is instrumental in bringing about the state of "sophronisation", or altered state of consciousness, in the patient during the appropriate exercises of relaxation. As in Soviet therapy, the voice in Sophrology is considered to be a stimulus capable of provoking emotional and physiological reactions in the patient.

As mentioned above, the special term chosen for the sophrologist's voice is *Terpnos Logos* . Like the term Sophrology, *Terpnos Logos* comes from the Greek--more specifically from Homer who spoke of the

epode, words with therapeutic effect which can be divided into three parts: magic words, mythological words and the *Terpnos Logos* , sung or spoken. In one of his dialogues, Plato is said by sophrologists to have laid the foundation for "verbal psychotherapy." In the dialogue between Socrates and Charmides, Socrates agrees to cure the young man of a violent headache with the aid of a certain plant and a certain epode or incantation. This method of treatment comes from a doctor in Thrace who said his king affirmed that one must not treat the head or body without treating the soul. As the source of all good and evil, the soul must be nurtured if the body is to be in good health. Incantations cure the soul (Boon, et.al., p. 77).

According to sophrologists, there are three main states of consciousness--pathological, normal, and the so-called sophrosynic state. Plato explains how the *Terpnos Logos* , a special kind of voice, a soft, monotonous, monochord like the single string of an instrument, acts on the spirit or conscience by producing the sophrosynic state--a state of calmness, tranquillity and supreme concentration. In Epidaurus, one of the treatments used in the sanctuary of Asclepius, the Greek god of medicine, consisted of placing the sick in a *tholus* , a kind of circular hall, and having the priest-doctors chant positive healing suggestions through holes in the walls, just behind the patients' heads, during their sleep.

The physical and mental relaxation exercises used in Sophrology appear much more elaborate than the ones Lozanov and his staff probably used to train students and/or treat patients in the late 1960's and early 1970's at the Institute of Suggestology. Nonetheless, the Sophrology exercises, which are used for treatment as well as for preventive medicine, are largely based, like Lozanov's, on yoga and Schultz' autogenic therapy. They have the same purpose as Lozanov's original ones--the integration of the conscious and the unconscious, the linking of mind and body, the promotion of relaxation, on the one hand, and the concentration of attention, on the other.

Sophrology exercises are divided into two broad categories: "passive" methods and "active" methods. The terminology reminds one of the "active" and "passive" parts of the relaxation session in Suggestopedia. "Passive" methods include simple sophronisation, intra-sophronic activation, progressive sophro-acceptance, and synchronic sophro-respiration. "Active" methods are dynamic relaxation techniques of the so-called first, second and third degree. Let us look briefly at some of these methods (Boon, et.al., pp. 130-164).

I. Passive methods

A.) Simple sophronisation (physical and mental relaxation). The subject assumes a comfortable, immobile position--usually stretched out on the floor, although he can also be sitting or even standing. To promote concentration, the sophrologue asks him to breathe deeply once or twice, with eyes closed. The subject is then asked to relax, in turn, the key parts

of the body, beginning with the face and moving downward. Once the appropriate state of physical relaxation has been achieved, the subject is asked to go deeper, progressively deeper, until he reaches an altered state of consciousness, intermediate between sleep and wakefulness. He "goes deeper" while noting all possible modifications in colors, sounds, etc. The subject is then asked to be conscious of his body in this physically and mentally relaxed state and to note the profound state of well-being he experiences. The sophrologue tells him that each time he practices this simple method of relaxation he will improve his mental and physical health.

Following one or two minutes of silence, the process of desophronisation begins. This "coming out" is performed in four stages: deep breathing during which the subject comes back "to the surface"; movements with feet, hands and face which "bring back" these three areas of the body; stretching of other body parts as if the subject has just had an excellent night's sleep; opening of the eyes. The desophronisation is followed by a dialogue during which the subject comments on his sensations and feelings during the period of sophronisation and desophronisation. Using cassette recordings, the patient will perform these exercises two or three times a day at home, preferably before meals so as to avoid post-repast sleepiness. After a week or so, the subject will pass to the next stage of therapy: intrasophronic activation.

B.) Intrasophronic activation. This stage will be realized with the help of Schultz' autogenic training exercises. During the week following simple sophronisation, the sophrologue adds the perception of heaviness of the various parts of the body, once the subject has reached an altered state of consciousness. The following week, the sensation of warmth will be added; the week after that, the subject will be trained to perceive his heart beat. The week following, the subject will be trained to breathe properly--from the diaphragm--and to be aware of his breathing, which is considered extremely important for mental relaxation. Each time he breathes out, the subject will "go deeper" into his consciousness. After five weeks of training with simple sophronisation and its various activations, the perception of warmth at the abdominal level, which is essential for improved blood circulation, will be added, as well as the sensation of coolness of the forehead. Simple sophronisation, with its various intrasophronic activations, serves as the basis for all other sophrological methods. As verified by the EEG and the EMG, results have been excellent; the subject becomes aware of his faculties of concentration and rediscovers his body, his physical sensations and perceptions.

The so-called passive methods evolving out of simple sophronisation with its various intrasophronic activations have been classified by Dr. Caycedo into three categories: 1) those acting on the present--simple sophronisation, sensorial sophro-substitution and synchronic sophro-respiration; 2) those acting on the future--progressive sophro-acceptance, serial sophro-correction, sophroliminal protection and projective sophro-stimulation; 3) those directed towards the past--simple sophromnesia, free sophromnesia and oniric sophro-association. The so-

phrological alliance between therapist and subject is essential in all variations of sophronisation.

Some of these methods are rarely used, such as: serial sophro-correction, simple sophromnesia, oniric sophro-association and projective sophro-stimulation. The normal therapeutic sequence consists of simple sophronisation, intrasophronic activations, progressive sophro-acceptance, synchronic sophro-respiration, sophro-liminal protection, and sensorial sophro-substitution. The therapy concludes with the so-called "integral method" during which the sophrologue integrates the most pleasant aspects of the treatment, according to the sensations of the patient, with the subject's aspirations in his professional and personal life.

C.) Progressive sophro-acceptance. Once the state of sophronisation has been reached, the sophrologue asks the subject to imagine a positive situation which will take place in the near future, in an ideal setting and at a preferred hour of the day. The subject will try to visualize as many details of this ideal scene as possible (colors, objects, etc.). The sophrologue asks the subject to put himself in this ideal setting, alone or surrounded by friends. When he has done so, he is to raise his index finger. The subject is then asked to become aware of his feeling of well-being in this situation, to appreciate the pleasant sensations he feels and the harmony which exists between him and his surroundings. Thanks to daily training with cassette recordings, the subject learns to replace negative sensations with positive ones. The pleasant feelings and sensations of the "ideal scene" are transferred to the present. This method is frequently used in obstetrics, in sports training, and in exam preparation.

D.) Synchronic sophro-respiration. This method uses respiration as a means of auto-conditioning and serves as a basis for sophro-liminal protection. In a state of sophronisation, the subject concentrates on breathing calmly and freely, and each time he breathes out, he mentions a word of his own choosing, one which induces a state of well-being--e.g., tranquillity, peace, harmony. Then he "goes deeper", and, each time he breathes out, he mentions a short sentence which expresses the dynamic, active realization of a project: "Tomorrow, I'll win the game" or "Tomorrow, I'll pass my exam." As is the case with the other methods, synchronic sophro-respiration is followed by desophronisation and post-sophronic dialogue between therapist and subject.

E.) Sophro-liminal protection. In a state of sophronisation, the subject is asked to imagine the moment of going to bed in the evening and to outline his habits at that time, then to turn out the light mentally and to go through the synchronic sophro-respiration exercise, mentioning the word "calm" while breathing out as he imagines himself falling asleep. Calmness will then be a part of his sleep and dreams. This exercise is practiced during the day as a preparation for the act of going to sleep. The second part of the exercise consists of the subject's visualizing daybreak, imagining his waking up, getting dressed, accomplishing a specific project. This treatment is used for insomnia and replaces

sleeping pills, which have a negative effect on paradoxical sleep.

F.) Sensorial sophro-substitution. This method follows training in the preceding methods, in particular, sophronisation and progressive sophro-acceptance. In a state of sophronisation, the subject is asked to become aware of a spontaneously felt sensation, e.g., warmth in the palm of the hand. The sophrologue invites the subject to change this sensation into another one--coolness, for example. If desirable, images such as cool water flowing over the palm of the hand can be utilized. This method is used by dentists, among others, as the basis for local analgesia and in obstetrics for the replacing of a disagreeable sensation by a pleasant one.

II. Active methods

These are techniques of dynamic relaxation, originating in the Orient, which can be used for individual or group therapy. Although the terms "active methods" and "dynamic relaxation" seem self-contradictory, these exercises of muscle contraction bring about a state of mental relaxation. Respiratory exercises used bring a greater supply of oxygen to the brain and improve concentration.

Dynamic relaxation is divided into three degrees. The first degree is based on techniques derived from yoga (Indian yoga). The subject is asked to concentrate on the contraction of his muscles and on the sensations following this contraction. Breathing and visualization exercises are included in the first degree. The second degree is based on Buddhist techniques. The subject is asked to contemplate his body--his senses, for example--from the outside, while performing a number of exercises which synchronize breathing with body movements. The third degree is based on Japanese zen. In this third part, the subject becomes aware of his breathing, identifies with objects in nature and performs meditation exercises. Before practicing dynamic relaxation, the subject rinses his nostrils with salt water according to a special formula and a special temperature, that of the body. This exercise purifies the nasal passages and acts on the cranial nerves; it makes for better respiration, on the one hand, and better concentration, on the other.

A number of comparisons are possible between the elaborately outlined Sophrology exercises and the obliquely referred to Suggestology exercises in the Bulgarian original of the Lozanov thesis. We note the importance of a comfortable, immobile posture for proper physical and mental relaxation; the utilization of the progressive relaxation exercise originally used in the suggestopedic language class just prior to the *seance*; "walking" and "gymnastics" exercises; synchronized breathing exercises; visualization exercises (in the suggestopedic language class, the visualization of the ideal scene is contained in the language dialogue for the day); and positive suggestions for well-being. Sophrology measures relaxation response with the EMG and the increase of alpha waves in the brain with the EEG; in the same way as Suggestology, Sophrology links the ideal state of relaxation to the "alpha state"--an

altered state of consciousness--and to the lowering of the pulse.

While Suggestopedia was and still is the main focus of Suggestology, not much seems to have been written as yet on the applications of Sophrology to pedagogy (Boon, et.al., pp. 199-210). However, because of the relief from fatigue and the improvement of memory, concentration and attention, Sophrology, like Suggestology, is especially suited to education in general and to the study of such subjects as foreign languages in particular. About thirty school teachers in Spain, in centers like Madrid, Barcelona and Valencia, are currently using Sophrology exercises with normal children for some fifteen minutes in the morning before regular classes begin and/or in therapeutic work with problem children--those who have learning and/or coordination difficulties. Sophrology has been successfully used in Paris by Jean Cureau of the Lycee Voltaire and Fanny Saferis in experimental language classes (Boon, et.al., pp. 203-208). According to its adherents, Sophrology, like Suggestology, has numerous pseudo-pedagogical benefits, such as: the acquiring of self-confidence, belief in one's capacities, emotional development and self-expression, improved creativity, capacity for relaxation, concentration of attention, and increased happiness.

Within the context of Sophrology, Dr. Caycedo has developed, at his Institute in Barcelona, a memory training system which is being used in Spanish schools, along with regular sophrological exercises. Information on Caycedo's memory training system is taken from notes on the four-day "Curso de Entrenamiento Sofrologico de la Memoria", held at the Instituto Alfonso Caycedo from May 28-31, 1979, and from conversations with Dr. Caycedo during the period late May to early June, 1979. This memory training system is derived from Japanese zen, a perfection of raja yoga according to Caycedo, and from the third degree of Caycedo's dynamic relaxation. Caycedo believes that memory is a function of consciousness; if consciousness is in disorder, then so is memory. For therapeutic and pedagogical reasons, Caycedo insists on the positive aspects of memory, i.e., positive, as opposed to negative or "neutral" sensations. He believes that memory has five functions: evocation of a positive sensation from the past; fixation or concentration on this positive sensation; association of colors, objects, persons with this positive sensation; repetition, as the positive sensation must be impressed on the mind; presentation whereby an amplification or a summary of this positive sensation is presented in written or oral form. Much like the SALT "early pleasant learning recall" exercise, the Caycedo system for memory training uses classroom study or exam situations instead of personal or "therapeutic" ones. The course at the Instituto Alfonso Caycedo lasts four days which, curiously enough, is the same time period which was allotted to relaxation training in the original Lozanov Method. Once the students have been trained in the system, they are able just before an exam, for example, to visualize themselves in the appropriate "zen" postures and to put themselves mentally in the appropriate state of relaxed concentration.

Dr. Caycedo believes that the physical and psychological aspects of

man are inseparably linked and that the body is the ideal instrument for developing or training the memory. Caycedo insists particularly on the importance of 1) abdominal respiration and the coordination of breathing with thought or image; 2) proper cerebral circulation as aided by the relaxation of the neck muscles; 3) correct posture(s) for relaxation and concentration. The original Lozanov Method coordinated breathing with thought or image in the special *seances* and used special postures adapted from yoga.

Caycedo's memory training system uses three postures derived from Japanese zen: 1) standing posture with hands crossed over stomach, eyes closed, feet slightly apart--this posture is used for the simple sophronisation exercise described earlier under "passive methods"; 2) seated posture with feet stretched out, hands crossed over stomach, eyes closed, bottom of back away from chair, slight inclination backwards of upper body; 3) seated posture with back straight up and away from chair, slight curve in lower back but no slouching of shoulders, hands crossed over stomach, eyes open or half-open, knees bent and feet under chair. Posture 2 is used for evocation, fixation and association; posture 3 for the repetition of these three functions. Following the process of desophronisation described under "passive methods", a normal seated posture is used for presentation, in oral or written form, of the recorded sensation or study theme.

The two seated postures from Japanese zen are linked by Dr. Caycedo to two levels of consciousness. Posture 2 is linked to a deep level of consciousness, close to sleep and to the first movement of memory in its three functions (evocation, fixation, association). Posture 3 is linked to a higher level of awareness or consciousness, to reinforcement, repetition of the first three functions of memory, and organization of the elements for presentation. Students of Suggestopedia will note that postures 2 and 3 and the levels of consciousness they represent bear a close resemblance to the original two-part *seance* or yogic relaxation session in the suggestopedic language class, except that the order is reversed. As developed by Aleko Novakov at the Institute of Suggestology in the late 1960's and the early 1970's, Suggestopedia began with outward concentration on the text at a higher level of awareness. The original "concert session", during which, with eyes closed, the students meditated on a text which was read in the appropriate rhythm over baroque slow movements, corresponds to a deep or deeper level of consciousness and to Caycedo's posture 2. (For the original concert session at the Institute of Suggestology, students were seated in the alternate Savasana posture). Caycedo's five functions of memory--with evocation, fixation and association preceding repetition and presentation--correspond to Aleko Novakov's theory of "interiorization of language" in which meditation on, or visualization of, a text furthers the students' ability to speak and communicate, as well as memorize.

Both Caycedo and Lozanov talk or write about the "unique" character of their systems. It is certainly true that the philosophical bases of Suggestology and Sophrology are different: Caycedo is in the

Catholic tradition of the Latin countries and the phenomenological tradition of Western European philosophy, while Lozanov belongs to the Soviet tradition of psychotherapy and Marxism. Nonetheless, both doctors are experts in yoga, and both have been greatly influenced by the traditions of the East. Behind different names and different terms, one finds the same or similar ideas, whether in psychotherapy or pedagogy.

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La Sophrologie et la Suggestologie/Suggestopédie: le même système avec un nom différent?
L'auteur trace les grandes lignes des techniques de la Sophrologie et ensuite les compare aux méthodes de la Suggestologie/Suggestopédie.

La Sofrología y Sugestología/Sugestopedia: El mismo sistema con un nombre diferente? La autora delinea las técnicas de Sofrología y luego las compara a los métodos de Sugestología/Sugestopedia.

Sophrologie und Suggestologie/Suggestopädie: Das gleiche System mit einem anderen Name?

Der Verfasser stellt die Methoden von Sophrologie im Umriß dar, und macht dann einen Vergleich zwischen diesen und den Methoden der Suggestologie/Suggestopädie.

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SALT - Quo Vades or Caveat Emptor

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Abstract

The author raised several questions that he felt needed resolution in order for SALT to operate as a viable and reputable professional organization. He also discussed the possible directions that SALT members may take in the future.

The Fourth International Conference on Suggestive-Accelerative Learning and Teaching comes at a critical time for both the Society for Suggestive Accelerative Learning and Teaching as well as the professional activities in accelerative learning techniques. Just as the industrial revolution made dramatic and fundamental changes in our society during the beginning of this century, the close sees an instructional revolution as changing both human learning and society in important and lasting ways. The signs that the instructional revolution is occurring are clear. The direction is not quite so clear. The role of professional associations devoted to research and study is somewhat opaque, while the role of SALT as an organization of individuals concerned with improving instruction and human learning could best be described as muddy. The more optimistic, hopeful and naive among us feel that good will prevail and that SALT will emerge as both a viable organization and an influential methodology, relying upon nothing save its own merits. The more pessimistic feel that stronger and more intrenched techniques have established impenetrable fortresses in command positions which will defy, control, absorb, or defeat competing techniques and methodologies. The vast middle ground, both of our organization and those concerned with education at large, point to obstacles as challenges and opportunities for substantial contributions to the process of human learning.

Individuals also distribute themselves along a similar continuum with reference to their own involvement and activity. There are always those at the leading edge who are energetic, full of vitality, creative, involved, questioning, and making appropriate contributions in as many ways as possible. There are also a few recalcitrants who feel that if effort must be extended to establish a methodological framework, there were probably inherent defects in the structure to start with. The large middle group operates with a modicum of enthusiasm, a satisfactory level of knowledge, and vacillating concern. This is neither the time nor the place to enumerate or analyze why such conditions exist on the part of individuals in professional organizations. The combined experience of those of you in attendance, however, is likely to support these not highly complimentary, but reasonably accurate, descriptions of what happens

to individuals and professional movements.

I like to think that SALT members are dedicated and conscientious professionals who have adequate knowledge and concern about the things which are important in improving both the speed and quality of human learning. If they do not practice their beliefs skillfully, it is less likely to be a function of disinterest than of encouragement and opportunity. While these are individual matters, there are also factors which relate to SALT as an organization. If cooperative professional effort is important, and if it can lend itself in an influential manner to moving the instructional revolution ahead by the end of this century, it will depend upon an agreement as to both objectives and directions. It is with this need that I would like to deal for the next few minutes. New methodologies on all sides are making progress, both in their acceptability to students and teachers and in the research results verifying their effectiveness. As a rule, they involve individuals and organizations who have oriented themselves to a methodological approach which has arrived at both a sense of direction and fundamental agreement regarding what it should include and how it should be promoted. SALT, as both a collection of individuals and as a professional organization, with this conference enters a period of time, and a relatively short one, which will determine if efforts are likely to be productive and if suggestive-accelerative techniques will be rejected or absorbed by other methodological approaches. The choice may well not be up to this group, but the most fundamental point which will be emphasized during this session is that such decisions are being made and SALT must either contribute to the decisions or knowingly abdicate responsibility for doing so.

Questions facing SALT are somewhat different from those facing other techniques and methodologies. A close identification with a specific theoretical background, a relatively short history of development, a somewhat controversial specification of the exact use of components, widely differing interests and activities within the ranks of practitioners, elements which are subject to exploitation and misinterpretation, and what might be better described as no press rather than either a good or a bad press, immediately come to mind. While there are innumerable questions which can be posed, I would like to summarize eight major premises which would seem to require resolution if SALT is to be a viable organization and a professional influence in human learning. Each statement would arouse a variety of opinions and find individuals on both sides, should the acceptance or rejection of the recommendation be put to a vote. It is not the purpose at this time to require such definitive alignment. It is rather to pose several basic questions which need resolution in order for SALT to develop the objectives and sense of direction essential for contributions and performance as a reputable professional group.

1. Discourage the use of Suggestology and Suggestopedia as terms which encompass the whole of accelerative learning.

The introduction of the concept of Suggestology into Canada and the

United States is a matter of record. The early experiments in the United States, as well as the project of the Canadian government, were originally modeled after Lozanov's work in Sophia. In the United States, there were obvious differences resulting from difficulties in obtaining original documentation of Lozanov's methodology and research results and, as would be expected, differences in the learning setting and students. The experimentation in the early 1970's of Mariana Kurkov, Don Schuster, Ray Bordon, Charles Gritton, Elizabeth Philipov, Allyn Prichard, Elizabeth Robinett, Lorum Stratton, and numerous others in the Iowa, Georgia, California, and Texas groups were, of necessity, these types of adaptations. They could not be considered replications, nor would close examination likely find them even parallels of Lozanov's methodology. As is often said, they were the best applications of Suggestology, given the available information and the American scene.

The major impetus to the developing interest in Suggestology in the United States evolved from the First International Congress on Suggestopedia, which was held in Los Angeles in May of 1975. Dr. Lozanov's presentations and the publicity which surrounded the congress gave rise both to the organization of the Society for Suggestive-Accelerative Learning and Teaching (SALT) and the scheduling of the First International Conference on Suggestive-Accelerative Learning and Teaching, held in Des Moines in March, 1976. It will be remembered by those in attendance at the Los Angeles congress that Suggestopedia was only one of several topics covered during the conduct of the congress. Subsequent conferences have been held here at Iowa State University. As you know, they have dealt with both research and programs which have followed as closely as possible suggestive accelerative types of activities in a wide range of subjects at every instructional level.

The point is that Suggestology and Suggestopedia provided a springboard for interest, research, and activity, not only in the methodology promoted by Dr. Lozanov, but also in a wide range of other learning activities which emphasize suggestion, visual imagery, a relaxed state, and a number of other elements designed to accelerate learning. SALT members, from the beginning of the establishment of the Society, tended to prefer to use suggestive-accelerative learning as the term which would identify a number of approaches dealing with all or some of the elements of Suggestology. The fact is that an enumeration of the activities of SALT members would most likely reveal very few conducting what would be described as Suggestology, either in terms of research or classroom practice.

Moving away from the terms Suggestology and Suggestopedia does not diminish the importance of Lozanov's contribution and his pioneering effort in research and language learning and as the individual who stimulated interest in the elements of accelerated learning. In fact, it affords him a place in suggestive-accelerative techniques analogous to the role of Watson in behaviorism. An additional parallel which comes to mind is the comment that, after Watson, all such learning theorists were neo-behaviorists. In historical perspective, it might be said that, after

Lozanov, all are neo-suggestologists.

SALT members are comfortable in using suggestive-accelerative learning as a broad term. If there are more appropriate and more descriptive terms which could be developed, then there is still an opportunity to do so. The limiting, confusing, and, perhaps, even inaccurate elements which accompany the continued use of Suggestology would seem to be reason enough to relegate the term to a place in history rather than as an accurate descriptor of work that is currently taking place.

2. Move away from an emphasis on and an identity with language learning.

Just as Lozanov's major development of the methodology of Suggestology creates problems in moving into activities which are not generally described as the Lozanov approach, teachers and researchers continue to be identified with the basic research area of language learning. There is no question concerning the fact that language learning is the best known and the most thoroughly researched in foreign literature, although there is some doubt that it has occupied the same emphasis in the Americanized adaptations. Efforts to encourage a larger identity with wide varieties of learning activities, academic areas, and educational levels have a number of obstacles to overcome. There continue to be many individuals who are unaware that suggestive-accelerative techniques are useful or have been applied to any areas other than language learning. The tendency to think of both Suggestology and suggestive-accelerative methodology as applying only to language learning limits the expansion into other equally important and potentially productive areas.

In fact, there may be difficulty in separating the recommendation that Suggestology no longer be used as the term to identify accelerative learning methodology and the close identity of Suggestology with language learning. The emphasis on a different descriptive term would make it easier to separate the method and the area of application. It is interesting that the pioneering work of Lozanov in the Institute in Sophia between 1966 and 1971 with teaching foreign language to adults far overshadows his school applications which began in 1970. In terms of numbers of students, the variety of academic areas, and range of age levels, his experiments during the last seven or eight years probably bear more relationship to wider applications of this technique than the pioneering work done in language learning. While one may not be sure due to limited information, with the exception of Canada, almost all other countries which have made adaptations of the Lozanov methods have moved quickly beyond language learning or have sought to implement the technique in wider applications than teaching language to adults.

As with the use of Suggestology and Suggestopedia to describe accelerative learning, the relationship of the terms to language learning makes it difficult to interest colleagues outside of language in SALT ac-

tivities, and likely attracts only a small percentage of those active in language learning who are searching for new and better ways to accomplish their educational objectives.

3. Emphasize applications outside formal education settings.

Although there are evidences of SALT applications in a wide variety of learning settings, they tend to be organized in classroom format. Reports of programs and research in the military, government offices, and with adult learners still seem to be organized in classroom style which would describe the major SALT application. Commercial language schools perhaps are least likely to utilize the formal classroom setting, with LIND as an outstanding example of moving into less structured learning settings. While there may be many other examples, when one reviews both the American and foreign literature, the indication is that they tend to be in a more structured classroom-type learning setting.

SALT applications may be productive in settings other than classrooms. At least some research and experimentation with programs in environments other than educational institutions, and in ways other than classroom organization, should be fostered. It would seem that opportunities exist in business, industry, hospitals, prisons, state and federal agencies, and cultural and civic organizations which could utilize SALT methodology in ways which differ from arranging a classroom teaching environment. Perhaps the easiest application of SALT methodology has been in established educational environments, and it was natural that programs and research projects seek those places where such activities could be conducted. These environments were also in keeping with the literature on Suggestology and the more immediate applications of its components. In like fashion, it was natural to utilize classroom-type settings when activities were moved from educational institutions into military, government, and other locations. It may require special efforts in order to avoid arranging SALT programs in classroom-type environments. Such efforts, however, are needed if we are to understand fully a wide range of applications in learning settings.

4. Explore the application of SALT methodology in other than class-size groups.

This recommendation is closely related to the need to explore SALT applications outside of classroom settings and might be included as a part of that recommendation. It involves some specific suggestions, however, which warrant making it a separate recommendation. Just as the classroom environment in educational institutions have been ideally suited to SALT applications, the existing class-size groups have been more or less appropriate for SALT experimentation. While both Lozanov and others report preferred class-size as twelve, research studies and reported SALT projects have included both smaller and larger numbers, but still are typical class-size groups. In practice, class sizes of twenty to thirty frequently are broken down into groups of eight to twelve, either

with multiple teachers or by rotating groups through the SALT activities.

It may be that the number of individuals who are involved directly in SALT applications is not an important variable. The utilization of the methodology over wide ranges of group sizes, however, would seem to be an important bit of information. There is at least some evidence that very small groups have been utilized successfully. Charles Gritton's first SALT experiment involved two students with highly successful outcomes, and there are some experimental efforts in working in a one-to-one relationship with SALT components. The reasons, which are both logical and historical, have made most of us more comfortable with groups of eight to fifteen in the application of SALT methodology. Reports of larger class sizes do appear in the literature, and assumptions must be made about typical class-sizes in both the foreign literature and the studies in this country which do not report numbers. The question concerning whether SALT applications can be made effectively with extremely large audiences is in need of further study. Don Schuster utilizes demonstrations with groups that range from 100 or more; however, these are not long term learning projects. We do not refer here to making presentations about SALT methodology, or informing individuals concerning SALT applications, or the demonstration projects which may range from one to three hours, but rather the longer term use of SALT methodology in accelerating learning. The question of group size is an important factor which should be reported in the literature, with suggestions for modifications of the methodology when groups are larger or smaller than those to which SALT practitioners are accustomed.

5. Extend activities and research with wider ranges of age groups.

The research studies in SALT methodology indicate that programs have involved individuals from early childhood levels through older age groups. The original research emphasis on adult learners as reported by Lozanov was also the first application in this country. Studies particularly dealt with young adults in colleges and universities and with adult learners in language learning applications. As those of us interested in age ranges outside the more traditional ones became involved in SALT activities, there was an obvious need for modification and adaptation of much of what had been described as suggestopedic components.

As Lozanov moved his research projects from the Institute at Sophia into the Bulgarian schools, the effectiveness of his method apparently did not diminish. What is not as clear are the changes which were made from language learning with adult learners to broad academic learning of young children. We continue to struggle with such adaptations and experimentations without sufficient reports of experiences, both in this country and abroad. Hopefully, additional information will be a part of this conference and in subsequent *Journal* articles which will assist those who work with learners whose ages vary from that most typically incorporated in SALT activities. It has been obvious from the

beginning that major differences in the application of SALT methodology must be made with different age learners. SALT technique with early concept development of four-year-olds differs vastly from junior high art education, college level statistics and adult language learning. Exactly to what extent such changes must be made, and how they may be best put into effect, would be of help to all SALT practitioners.

6. Determine the application of SALT methodology to existing and future instructional technology.

There is a clear indication that those closer to classic Suggestology would prefer to keep suggestopedic applications isolated from other methods, techniques, or approaches. SALT practitioners, particularly those outside the language learning area, have not felt so restricted. Some experimentation in the application of SALT techniques to bio-feedback has been a part of the reported projects and research activities since the mid 1970's. There are a number of these projects which are continuing and from which research results will soon be available. The widely developing computer assisted instruction programs, particularly those available in colleges and universities, could provide opportunities for relating SALT applications to such instructional technology. Microteaching and video module teaching also are illustrations of techniques which are being used in many educational institutions, at a variety of levels, with promising results. Again, the application of SALT methodology to such approaches would be both interesting and productive.

While there are many other instructional technology activities underway and in the experimental stages, perhaps the one which is more controversial with SALT practitioners is the use of instructional television. Many believe the emphasis upon the personal interaction between teacher and learner, and the number of SALT components which are related to this interaction, automatically precludes the application of SALT techniques in ways other than a close personal attendance by the instructor. Even the suggestion of experimenting with instructional T.V. may be rejected out of hand by those closer to classic Suggestology. This was evidenced by a review of one of my publications in *Suggestopaedia–Canada* (Racle, 1977) in which a report of an interest in such studies was denounced. The criticism was that, "association with biofeedback, replacement of the teacher by videotape or a tape recording, is based on a syncretic or eclectic vision far removed from Suggestopedia". There are those of us, however, who feel that SALT methodology may have application through wider uses than the more traditional Lozanov techniques. It is generally agreed that television is the most important and influential technological event of this century. There is monumental evidence that it has influenced not only the lifestyle and behavior patterns of individuals of all ages, but it has had impact on basic value structures and attitudinal and behavioral changes resulting from learning relating to viewing television. Other experimentation can generally be summarized as concluding that, in instructional use of T.V.,

the instructor is the important variable rather than the content or approach. If these two things are even approximately true (that T.V. is a powerful learning device and that the instructor is the most important element in instructional T.V.), then it would seem to follow that the utilization of SALT techniques would increase learning even more. That more has not been done with this particularly powerful instructional device in an organized and systematic way remains one of the surprises of the decade. Added to this, some emerging evidence that T.V. learning can be enhanced by direct interaction through computer-assisted instruction devices and instructional T.V. would seem to tie together instructional technologies with almost unlimited potential. The fact remains that while the interest in keeping SALT techniques on a more personal basis may be a desirable theoretical approach, experimentation in the adaptation of SALT methodology to instructional technology deserves more far reaching study than that to which it has yet been subjected.

7. Reporting of research results in ways which provide wider distribution of knowledge.

Perhaps it is too early, too ambitious, and too hopeful to encourage an expansion of the existing information network. In retrospect, one would have to admit that the sharing of research results and information regarding SALT applications in projects across this country moved quite rapidly in the past five years. Perhaps it is a suspicion that many times more such information exists which is unwritten and a vast array of information is available if ways could be found to share it with those who are interested and concerned.

While the sharing of information and seeking support for one's own activities may be the most important as well as the most selfish reasons, other reasons for the expansion of research and project reporting is evident. There is need for replication of studies which have been done in isolation and those which have been done in unique settings. A data base which relates a number of similar studies done with parallel objectives would strengthen the conclusions which are drawn from SALT applications. One of the more bothersome things in reporting research results is the absence of a respectable review of the literature in closely related areas. We have yet to reach the point where research can be pulled together and conclusions drawn regarding some of the generalized support which exists for SALT activities and components.

The establishment of the SALT *Journal* was an important step in solidifying the network of researchers and practitioners. It has served to provide a way of sharing information, raising questions, and testing conclusions. The effectiveness of the *Journal* could be enhanced by a more consistent and conscientious effort on all of our parts to prepare research results and describe programs for inclusion in the *Journal* . This would, of course, result in the need for additional financial support, since the *Journal* would, therefore, be larger and more expensive. Hopefully, the results of the former would justify the latter. Efforts in placing research results and program descriptions of SALT activities in

other professional journals have not been as successful, although efforts in this direction continue on the part of many SALT members. Hopefully, both within the Society and publications at large, there will be increasing opportunities to share such results with colleagues and other interested individuals.

8. Establish training programs for those interested in SALT projects and research.

If SALT activities are to expand, then there must be individuals who are sufficiently knowledgeable about them to put them into practice. This does not mean that only those who have been involved in extensive educational programs would be viewed as responsible practitioners. There have been some limited training programs available for the past several years. Some of these have been carried out by educational institutions, frequently carrying college credit, either through a scheduled course or by being involved in research projects or independent study. In a somewhat related way, graduate students at the master's and doctoral level have pursued research projects involving SALT methodology which have, in the process, provided them and the teachers with whom they work with considerable experience and at least some level of expertise in SALT applications.

The possibility of extremes is of potential danger here. There are those who would hold that only individuals who have been trained by Lozanov in the Sophia Institute are worthy of utilizing any of the components of accelerated learning methodology. This assumption is as impossible as it is ridiculous. If only those who had worked in the Harvard Laboratory under Skinner were eligible to carry out operant conditioning and apply schedules of reinforcement we would still be herding mentally retarded children into dark corners of stat e schools and requiring students at all levels to stand by their desks and recite memorized passages from text books. A further complication of training programs is that those which have existed have tended to be for language learning teachers. Those operated both in this country and abroad have been oriented toward language learning of adults, and the applications to other academic areas and to other age groups is, at best, tenuous. Generalizations concerning training programs are not likely to be accurate, but perhaps it would be fair to say that there have been some language learning training programs operated during the past five or six years which have introduced SALT methodology to individuals, that some general SALT training programs have been carried out on a limited scale which have introduced teachers, counselors, and other educationally oriented professionals to SALT applications, but that these programs have been few in number and have reached few individuals when compared to a high level of interest and a vast need.

The major questions which confront the establishment or expansion of training programs are both immediate and obvious. The qualifications of the training agency or institution become a matter of some importance. The experience and qualifications of the teachers and trainers

would, of necessity, follow in importance. The question regarding the application of the training must also be resolved. Can one, for example, best learn SALT methodology by attending a training program for language learning teachers with an assumed transfer, or should one attend training programs designed for the kind of SALT applications which will be a part of the individual's research or program? It is possible that there should be varying levels of training programs, ranging from general introductions of SALT methodology and major components which could be applied in connection with other methods and techniques, to concentrated advanced training programs dealing with specific skills and which may prepare individuals to become trainers themselves.

Questions regarding desirable, or at least minimum, outcomes of training programs must also be dealt with by SALT practitioners. Is it sufficient, for example, for a training program to be an interesting experience or must there be some evaluation of the individual's own learning as a participant in a training program? This question logically leads to the concern for either credentialling or certification by a professional organization or by a proprietary organization. Both examples may be seen in the expansion of various types of methodologies within recent years. As an illustration, the network of training programs and approved trainers in Transactional Analysis and Reality Therapy, which have been more or less controlled by the originators of the techniques, are cases in point. The credentialling of hypnotherapists by the Society of Clinical Hypnosis, and the assumption of certain levels of skill in bio-feedback by those who have attended workshops and training sessions in which these techniques are covered, are further examples of types of certification which have not been commercially oriented or surrounded by proprietary restrictions.

I suppose the question which must be answered is: Should SALT explore the possibility of becoming a professional credentialling agency for those who present background experiences and skills which would justify professional endorsement? The problems which immediately come to mind if this were undertaken are of sufficient magnitude to almost mitigate against its pursuit at this time. The fact remains, however, that without professional endorsement, proprietary endorsement may well take precedence which would make the continuation of training programs and the expansion of SALT methodology into wider areas of application even more difficult in the future.

Directions and Choices

As in all cases where a personal or professional dilemma exists, to maintain status quo becomes the easiest choice. SALT members may need to decide if they simply want to continue what they have been doing, without becoming involved in things which create more difficulty and raise questions which present immediate and long range problems. This behavioral stance has at least a few things to recommend it. It

requires practically no energy or effort and may represent what some members would like to see happen. There is some value in a loosely organized, highly informal, and undemanding professional affiliation. On the other hand, however, there is ample evidence that what has existed to date with SALT practitioners is best described as isolated and sporadic. The communication network, while certainly more widely developed than five years ago, still must be seen as limited. Individual SALT practitioners go their own ways in their own types of research with little coordination and minimal sharing of results. Many are unconcerned about activities which are not directly connected with their own interests and pursuits. Some have found specific SALT elements which are of interest and have little interest in the wider range or inter-relationships of SALT components. Some use SALT activities as part of their vocational endeavor, some as an expansion of research activities, some as ancillary to other professional activities, and some as holding promise for personal fulfillment. All of these objectives are of value and can make for a more diversified and contributing membership.

The second level beyond maintaining the status quo is an interest in replication and expansion of the more basic studies, including the Sophia research. While there are those who feel that this would be a helpful and fundamental activity, in the final analysis it may be impossible to do so. If it were not impossible, it could still be a most non-productive activity. If replication were possible, it would be in the more restricted SALT applications of adult language learning and which, due to changes in conditions and location, would not likely support the original results. The reasons why some individuals continue to emphasize replication of the earlier studies of Suggestology are somewhat unclear. There are those who have a research interest in that replication is basic, important, and essential in any theoretical or methodological area if it is to move ahead. There also is some interest in a historical perspective which would put the Sophia studies more clearly in place regarding their uniqueness or universality. It is likely that there are some whose main interest would be in discrediting the early studies for some personal, professional, or political purpose. There are those, finally, who simply feel that basic data, which is so important in a number of SALT components, ought to be verified in order that theoretical implications can continue and techniques be developed.

While these and other reasons for a review and analysis of the early Sophia studies are likely to continue, it would appear that the conclusion is inevitable. Replication of the early studies simply can not take place. It would be best if we could draw this conclusion and move on into new and different applications. Studies which have been carried out under other circumstances in other countries are less likely to be helpful, even if they could be replicated here. Studies which have been conducted in the United States, however, can be verified, replicated, and utilized as a data base which may be expanded upon. It would seem here that the most promise exists for moving into a more sound theoretical base, a more generalized application, and an acceptance of SALT methodology

and components.

Given these and other conditions, a third level would be to decide what the immediate future of both SALT as a method and a professional organization should become. The questions which will be a part of this conference could provide opportunities for making at least some tentative decisions regarding where the membership would like to go. The programs are varied, both in terms of age level and learning setting application. There continues to be an interest, an emphasis, as well as a developing body of knowledge, in adult language learning. Applications in other areas, although not as extensive, show promise and are likely to be expanded. The application of SALT methodology will be viewed from a variety of vantage points. Skills which can be utilized in SALT applications will be discussed and opportunities for participation will be afforded those in attendance. These and other informational and experiential activities will be afforded and, through it all, the question of where it may all go from here obviously will be a spoken or silent concern.

Don Schuster's report on the Sophia conference will show that the group in attendance there dealt with some important questions. There is some concern whether any practical solutions resulted, and the recommendations may be seen by some as too vague and general to be of immediate use to SALT practitioners. Some recommendations may be debatable in terms of their value, while some may be seen as general philosophical hopes which are difficult, if not impossible, to implement. The Sophia conference, however, may be viewed, at best, as a beginning of concern which is broad-based and non-proprietory and in which SALT practitioners may eventually find hope for development and expansion of their own interests. At worst, it could become an arguing point which could separate viewpoints and allow decisions to be made both for individual researchers and professional affiliations.

At this point, we may review the question of whether status quo shall be maintained. Shall we move into a slightly different posture which emphasizes the more fundamental but less taxing activities and involvements, or shall we move to establish both a framework for the Society and a list of objectives towards which the membership will work? It is easy to let UNESCO, the Bulgarian government, patent attorneys, the district courts, or other professional organizations make decisions which involve SALT activities. Rest assured that any and all of these are quite willing to do so. It has often been said that not to decide is to decide, and this Fourth Annual Conference could be the point at which an absence of decisions will be the most important decision that the membership may make.

In retrospect, perhaps we have been too hopeful, too idealistic, or too ambitious. The SALT membership may be too broad based for any cohesive action or for decisions which can be implemented. Perhaps SALT should have been left to language learning, or to adult areas, or abandoned to commercial enterprises, or given over to a government franchise. All of these things could have happened and still could become the major format of SALT activities. There are those, however, who see

more universal applications than have been forthcoming, those who visualize contributions to existing learners and learners yet to come in wide varieties of areas and applications. That there are likely to be pyramiding and unforeseen complexities is probably the only area of agreement on which we could count. During the conference you will have an opportunity to explore your feelings and expand your knowledge concerning SALT activities, both historically and in a current perspective. Hopefully, you will project both your interest and concerns beyond the moment to where this may all lead for you, as an individual who is interested and active in SALT concerns, and as a member of a professional organization which could have a significant impact upon the learning of both the present and future populations of our nation. What it means to you and what it provides for you is largely up to you.

Reference

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SALT—Quo Vadis ou Caveat Emptor?
L'auteur soulève plusieurs questions à aborder afin que SALT fonctionne comme une organisation professionnelle viable et estimée. Il discute aussi les options que les membres de SALT pourront prendre dans l'avenir.

SALT - Quo vadis o caveat emptor. El autor levantó unas cuestiones que él creyó que necesitaron resolución para que SALT opere como organización viable, respetable y profesional. Tambien él discutió las direcciones posibles que miembros de SALT tomen en el porvenir.

SALT-Quo vadis oder caveat emptor
Der Verfasser stellt einige Fragen, die, er glaubt, man beantworten muß, um SALT eine lebensfähige und angesehene Berufsorganization zu machen. Danach gibt er Hinweise dafür, was SALT Mitglieder in der Zukunft tun können.

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A Comparison of Suggestopaedia and Conventional Learning Methods

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Abstract

The author discusses the implementation of Suggestopaedia in a pilot language instruction project, and compares it to the conventional learning program. It was found that the language objectives could be reached two to four times faster under Suggestopaedia.

Introduction

A Suggestopaedia pilot project was carried out in our Language Instruction Centre between October 23, 1978 and November 24, 1978. The project involved 75 hours of learning activities and 12 hours and 30 minutes of rest, periods being from 9:00 to 12:30, for 25 consecutive days. The results of the performance tests given the participants at the end of the project indicated that it had been equivalent to 180 to 360 hours of instruction by our conventional methods. In other words, the objectives of our centre had been reached two to four times faster than before, according to the abilities of the participants.

Not only do learners respond faster to Suggestopaedia, but the quality of their communicative skills exceeds that achieved by conventional methods. The entire program was marked by a climate of enthusiasm and success. No absences or late arrivals occurred, except for one 90-minute absence and another of three hours, due to a sudden hospitalization in one case and urgent work in the other. Attendance was exemplary.

Results

1. *Suggestopaedia accelerates learning*

The results of classification and performance tests indicate that the participants attained the proficiency to be expected from Canadian, European and American research. In terms of equivalence with Canadian Pacific's standard Language Instruction Program, the language objectives were reached two to four times faster, since 75 hours of Suggestopaedia work produced the same results as 180 to 360 hours of standard training, depending on individual ability.

At the end of the pilot project, we found that:

- One participant had reached the objectives equivalent to 360 hours

of standard training in the Language Instruction Program (four times faster).

- Three participants had attained the objectives equivalent to 270 hours of standard training (three times faster).

- Four participants had attained the objectives equivalent to 180 to 200 hours of standard training (twice as fast).

- One participant had attained the objectives equivalent to 90 hours of standard training. His rate of learning was no faster, but his case merits closer consideration. According to his classification test, this person was a true beginner, that is, someone with no active knowledge of spoken French. This is rarely seen at our Language Instruction Centre. He also presents some special problems with second-language learning, and we believe, on the basis of our experience, that after 90 hours in the standard program, he would have had to start over at the same level or might have dropped out from lack of motivation.

Despite this participant's special difficulties, Suggestopaedia gave him the equivalent of 90 hours of training by our conventional methods, and did much for his motivation and attitudes. His own evaluation of the Suggestopaedia program is highly significant for it shows that his case was not a failure, but a great success. Being well motivated, he will probably learn more rapidly at Level 2.

What becomes of a participant who fails to reach the objectives in Level 1 Suggestopaedia? The methodology of Suggestopaedia is such that a weak participant at Level 1 can join Level 2 with no detriment to the program or the group. Through individualization (working alone or in groups), each learner advances at his natural speed.

Here we see a great strength of Suggestopaedia that is not found in conventional methods. With the new system, we may choose the participants of a given group without regard to slight differences in proficiency and thereby achieve: a) lower costs for the average course, since more people will qualify for it because their differences are less important, and b) all the savings connected with faster learning rates.

2. *Suggestopaedia is not selective*

Suggestopaedia provides for all forms of second-language learning and learners' needs. Contrary to some reports, it is the best method for combatting special difficulties. Our results bear out what Dr. Lozanov said in Sweden (lecture of May, 1978) when he pointed out that people need not be carefully selected for a Suggestopaedia class. If he referred to his use of a form of selection, it was because his objectives made it necessary to consider factors such as differing personal abilities, latent potentialities of which only a fraction develop, and the problem of measuring abilities and developing them to the maximum degree.

These factors are important in Dr. Lozanov's experiments, and when he chooses the participants for them according to well-defined criteria, it is to measure learning variables with subjects of known ability. As he puts it, "We cannot ignore the differences in performance

observed among persons at the same level." What could be simpler or more logical?

Dr. Lozanov has not published precise findings on the learning rates achievable with Suggestopaedia, but his data indicate that they will be at least two to five times higher than with conventional methods. The limits of Suggestopaedia teaching are, as yet, unknown.

The results of our pilot project agree with Dr. Lozanov's observations. Thus, for the four kinds of ability that the participants initially had, we obtained four classes of results, as we mentioned before.

3. *Comparison of Suggestopaedia and conventional methods*

When we ask: "Why do children from underpriviledged areas succeed less often than those from favored neighborhoods?", we find that environment is the cause. Suggestopaedia provides a better environment.

It is, in fact, the only method that applies the fundamental psychological and linguistic laws of second-language learning. Suggestopaedia is not a collection of "tricks" picked up here and there; on the contrary, all of its elements work closely together and interact for the achievement of specific learning goals. A combination of ingredients ensures the success of Suggestopaedia. This is what we call "the organization of the periphery". For example:

1) The pedagogical environment (posters, plants, music and games), though often thought controversial, does more than look comfortable and pleasant. It sharpens the learners' faculties and helps to introduce new teaching techniques by creating the right "situational context" for dialogues and other activities. It also facilitates visual memorization and activates a participant's passive vocabulary through association. It hereby becomes an integral part of our active and passive teaching aids.

2) The pedagogical materials (dialogues and activities) are so presented that they stimulate curiosity about the other culture, arousing interest and motivation. They are a continuation of the environment.

3) The teacher's training is not separate from the two points mentioned above. It completes the whole scheme by means of methodological, psychological and psychotherapeutical approaches.

Conclusion

We would like now, as a conclusion, to put the emphasis on one specific point, the motivation. There are three kinds of motivation: internal, external and didactical. The internal motivation is more or less the wish to learn, and Suggestopaedia provides all the elements to maintain it. The external motivation must be developed by the teacher. Suggestopaedia helps the teacher to develop the external motivation by giving some rules in order to organize systematically a second plane (periphery) and an adequate environment.

The didactical motivation corresponds to the interest of the participant in the subject he has to learn. Therefore, the presentation of the material is crucial and Suggestopaedia provides the elements to animate this presentation, to give life to it, in order to captivate the participant's whole attention. The way to do it is to involve the students by stimulating their participation.

Une comparaison de la Suggestopédie avec les méthodes conventionnelles
L'auteur compare la mise en oeuvre d'un projet pilote suggestopédique d'enseignement de langues à un programme conventionnel. On a trouvé que des buts linguistiques ont été atteints deux à quatre fois plus rapidement avec la Suggestopédie.

Una comparación de Sugestopedia y métodos convencionales del aprender. La autora discute la implementación de Sugestopedia en un proyecto preliminar en instrucción de lenguas, y compara el al programa convencional. Los objectivos de lenguas pudieron ser logrados de dos a cuatro veces más rápido con Sugestopedia.

Ein Vergleich zwischen Suggestopädie und gewöhnlichen Unterrichtsmethoden
Der Verfasser beschreibt, wie er Suggestopädie in einem erstmaligen Sprachunterrichtsprojekt benutzt. Es zeigt sich, das die Lernziele zwei- bis viermal schneller erreicht werden konnten.

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Report on Scarborough Language Institute's Experimental Approach for the Teaching of French 1975-77

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Abstract

The author adapted the elements of Suggestology to a beginning and an intermediate level adult language learning class. A detailed analysis of the results is included.

Foreword

The experiments which are going to be reported here were conducted in the framework of the Scarborough Language Institute (SLI) which I founded in 1974 at the University of Toronto. The main objectives of the Institute were defined as: a) to provide a framework for intensive language studies generally in an immersion set-up for adults; b) to encourage research and experimentation with innovative techniques aimed at improving our understanding and practice of language teaching and learning.

Thanks to the enthusiasm of my colleague, Professor Jane Bancroft, for the work of Dr. Lozanov, I decided to explore the possibilities offered by suggestopedy and set out to adapt the system to our needs and resources.

My investigations led me to contact the Public Service Commission of Canada, where interest in Dr. Lozanov's work had resulted in some formal agreements of cooperation between the Canadian and Bulgarian governments. An unfortunate and premature desire to crystallize Dr. Lozanov's research into a marketable miracle method on the part of some public servants resulted in a situation which prevented Canadian researchers from having direct access to Bulgaria. Under those circumstances, and given the scarcity of published information on the subject at that time, I decided that it would be wise not to identify my research with the "Lozanov Method", but rather to acknowledge the rich source of information which Suggestology represents while seeking to relate its basic principles to recent developments in Chomskyan psycholinguistics, applied linguistics, pedagogy and humanistic psychology in North America.

When the SLI offered its first total immersion summer session in 1975, the beginners' level courses were taught by two instructors who had received prior training in Ottawa and by Professor Bagriana Belanger, a Bulgarian-born Canadian scholar and author of *La Sugges-*

tologie (1978)] Although this first experiment was, no doubt, intimately related to the adaptation of suggestopedy which had been developed in Ottawa, the subsequent summer sessions brought a certain degree of distance from the original model.

Basic Features of the Experimental Approach

The experimental approach retains the essential structure of the Lozanov class, as adopted by the Canadian Public Service Commission. The teaching material was presented in dialogue form. While the beginners' level text is based on the Bulgarian text adopted by the Canadian government, it was modified to relate to a university population in Toronto. The intermediate level text was developed and composed by members of the Institute's staff and myself. The material was presented to students in a format beginning with *dechiffrement* , the first reading and deciphering of the new dialogue. The *seance active* followed, with the second artistic reading of the dialogue. This was introduced and followed by a short piece of zither music for meditation. The concert stage consisted of the third artistic reading, using mostly whole Baroque and classical concertos. Ocean waves were recorded with the music, at a nearly subliminal level, to suggest a breathing rhythm of approximately five seconds per wave.

The second day was dedicated entirely to activating the teaching material through short, student-generated structural and grammatical exercises, role playing and dramatization, creative writing, and real communication activities. A sense of play (gratuitous competition), involvement of the whole person, and participation of students in the content of exercises were stressed. The need for correction along with the conscious learning of discrete grammar points and lexical units were, in turn, deemphasized. Considerable attention was given to the physical environment--appearance, sound, color, comfort, pleasing and relaxing effect. There was a circular arrangement, and the chairs provided both head and lumbar support. They were swivel chairs, thus giving easy access to neighbors for communication activities.

The general theory and philosophy behind the suggestopedic system deemphasizes the purely conscious learning activity. In 1975, students were invited to attend a three-day special training program on a voluntary basis. These sessions were conducted by a yogi and emphasized mental and physical relaxation, relation to unconscious levels of both past and present experience, and entering a sacral mode of experience related to Jungian archetypes. In 1976, I personally conducted ongoing "mind games" relaxation exercises prior to the beginning of each class, on a voluntary basis. During the actual class sessions, activities were designed to ensure that learning occurred at both the conscious and sub-conscious levels.

Students were presented an above normal quantity of information--lexical units, grammar points, and structures. The dialogues included 150-200 new lexical units.

We sought to develop and stress several qualities in our instructors, including a sensitivity to the needs and individual characteristics of each student, as well as to the dynamics of the whole group. Instructors were to control artistic use of language and gestures and to have a sincere, supportive, and positive personality expressing empathy. In addition, they were to act both as a prestigious model and as a resource person.

Analysis of the Results

The purpose of the research was to test the validity of the whole system, with a necessity of establishing both the respectability of the approach used and an accountability to upper administration. There was, however, difficulty in controlling an experiment in which there were so many variables. In our opinion, we were only at a starting point in our efforts to master the *art* of teaching due to lack of funds, time, and complete information.

In the testing procedures it was our desire to control aptitude and motivation variables. In choosing a language competence test for pre- and post-testing, we determined the test needed to be a standard one which was in no direct way related to our teaching, so that there could be no accusation of manipulating the research. The test selected was J.B. Carroll's "International Study of Educational Achievement" (IEA) test battery. This test is used to evaluate internationally the normal levels of competence in French after a determined number of years of high school work. It is described by Carroll (1975) as "mainly of the 'global type' as opposed to the 'discrete-point' type in which particular elements of the French language are tested". Competence in reading, writing, listening, and speaking were separately measured, and the tests were administered to *faux debutants* (IEA POP II) and intermediate students (IEA POP IV-IVS). For a comparison of the experimental and control groups, see the chart "Definition and Comparison of Groups". The results are given in Figures 1.1.1. through 4.2.4.

Conclusions

The results of the experiment show that, in most cases, the experimental approach (EA) enabled students to make more progress in the various language skills than those trained intensively with the "De Vive Voix" method--the Control Group I (CG I) had 150 hours of formal teaching as opposed to 90 for the EA— and those who took a regular university language course, Control Group II (CG II). The differences were generally most significant in the latter case.

For both levels of proficiency, even though the writing skill was not formally emphasized in the EA, progress between the groups was most significantly in favor of the experimental groups. The significances between the adjusted scores after analysis of covariance are:

Beginner groups: p= .006, p= .16

Intermediate groups: p= .08, p= .001; p= .09, p= .001

The differences were most remarkable at the intermediate level in favor of the EA compared to CG II where writing skills are emphasized in the teaching with the conscious learning of grammar.

At the beginners' level, the differences are most significantly in favor of the EA in the listening skill (p= .002; p= .001; p= .01; p= .001) as well as in the overall progress of reading, listening, and speaking (p= .0001; p= .02). Skills were weighted equally and all analyses were done with adjusted scores.

At the intermediate level, progress in reading and listening varied greatly according to the groups. In reading, the EA performed significantly better than CG I (p= .05). However, in three cases, progress was more important for the control groups than for the experimental group in reading or listening, although not significantly so (p= .63; p= .75; p= .62). The overall progress was significantly in favor of the EA when compared with CG II (p= .02; p= .01). The differences between the EA and CG I were only slightly in favor of the experimental group (p= .34; p= .20).

In most cases, pretest language proficiency was significantly inferior among the experimental groups. Given the learning curve factor, this could explain why progress of the experimental group students was so markedly higher in many cases. Yet an analysis of covariance which adjusted progress to pretest performance did not eliminate the significant differences in progress between the groups in a large number of cases. Even in cases where pretest performance was inferior in the control groups (See: intermediate level CG I writing and reading), progress was more important for the experimental group and significantly so in three out of four cases (p= .08; p= .09; p= .05).

A comparison of individual percentage of progress shows that the experimental approach consistently produced a greater number of cases where progress was very high (30 to 60%).

Extensive student evaluations filled out by the members of the experimental groups enable us to conclude that the large majority of students is highly favorable to the innovative techniques used in the classroom, as well as to the general philosophy behind the methodology employed. The number of students who react negatively to the approach because they favor a more strictly conscious and analytical learning experience is very limited. In general, the students indicated their appreciation of the relaxed atmosphere of the class, the warm supportive attitudes of the instructors and of their peers, and the absence of grade-oriented competition. They observed that the course had enabled them to meet their learning expectations.

Despite the fact that the results of this research show that the experimental approach enables students to make more progress than other widely used methods in the writing skill, there exists a pervasive feeling among students that they cannot compare with traditionally trained students in the grammar skill area. This feeling is often enforced by

teachers who have difficulty accepting that competence in the language may be acquired without stressing analytical and conscious learning processes.

Summary

Even though we are far from being able to claim that we have acquired full mastery of a teaching system based upon the use of suggestion in a waking state, both the objective and subjective results point to a marked improvement in the effectiveness of adult second language learning as well as in the human richness of this learning experience. My conviction, based upon my own teaching experience, is that the mode of transmission of information--dialogue form, artistic reading, concert--constitutes the most original and effective aspect of this approach.

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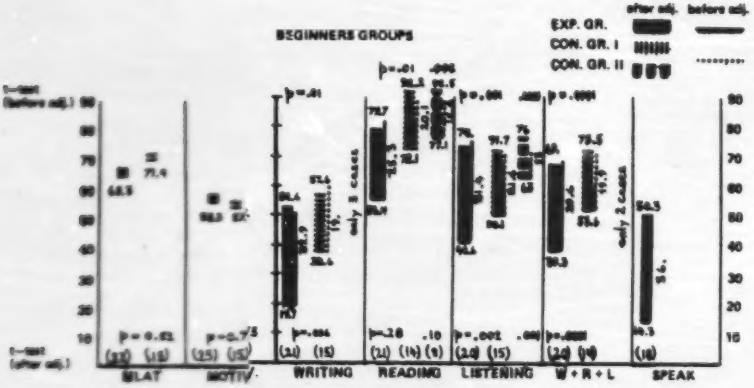


FIGURE 1.1.1. EXPERIMENTAL GROUP (1977) AND CONTROL GROUPS: COMPARISON OF PROGRESS IN THREE SKILLS BEFORE AND AFTER ANALYSIS OF CO-VARIANCE. (TESTS: IEA POP.II)

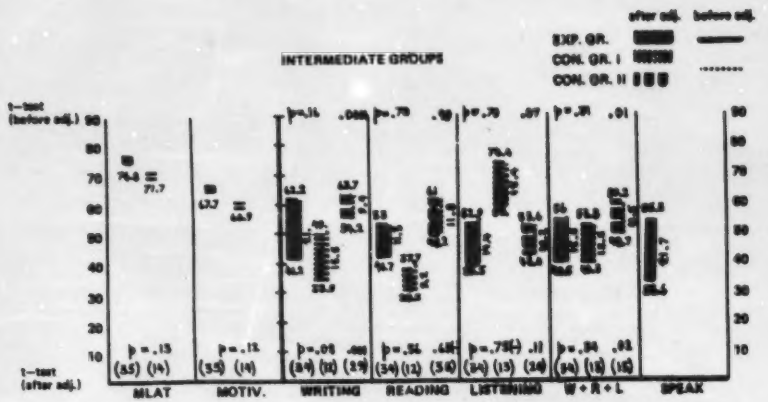
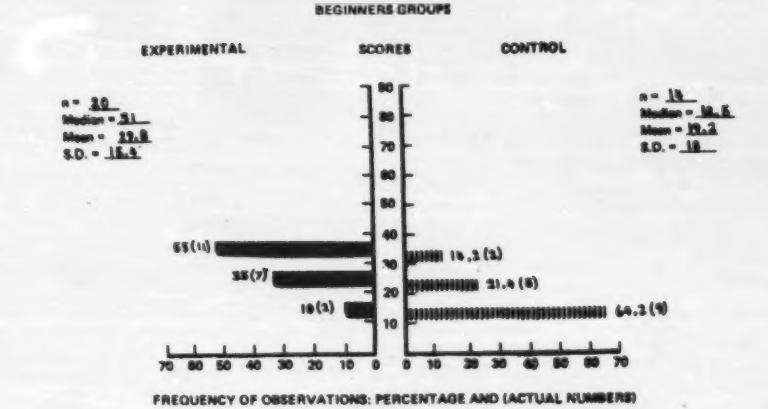
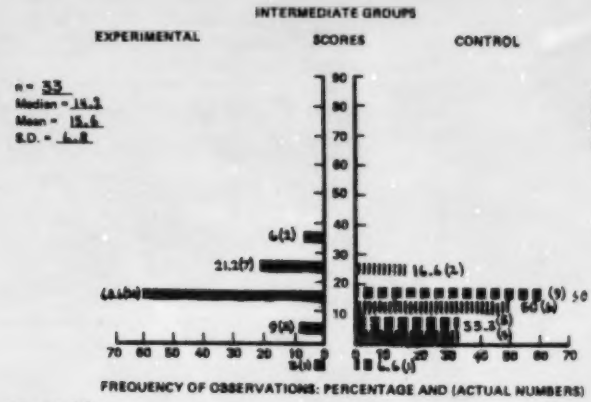


FIGURE 2.1.1. EXPERIMENTAL GROUP (1977) AND CONTROL GROUPS: COMPARISON OF PROGRESS IN THREE SKILLS BEFORE AND AFTER ANALYSIS OF CO-VARIANCE. (TESTS: IEA POP. IV-IVS)



p< .0001

FIGURE 3.1.4. EXPERIMENTAL GROUP (1977) AND CONTROL GROUP I. COMPARISON OF PROGRESS IN MEAN OF THREE SKILLS (W.R.L.) IEA POP. II



p< .31 (I)
p< .01 (II)

FIGURE 4.1.4. EXPERIMENTAL GROUP (1977) AND CONTROL GROUPS. COMPARISON OF PROGRESS IN MEAN OF THREE SKILLS (W.R.L.) IEA POP. IV- IVS

Un compte rendu de l'approche expérimentale pour l'enseignement du français employée à l'Institut de Langues de l'Université de Scarborough pendant les années 1975 à 1977
L'auteur a adapté la Suggestologie à un cours élémentaire et à un cours intermédiaire pour adultes. Il présente une analyse détaillée des résultats.

Reportaje en el acceso experimental del Instituto de Lenguas de Scarborough por el enseñar de francés 1975-77. El autor adaptó los elementos de Sugestología a clases de lenguas a nivel primero e intermedio adulto. Se encluye un análisis detallado de las resultas.

Bericht über den Versuch des Scarborough Sprachinstituts: Französischunterricht 1975 - 1977

Der Verfasser braucht Elemente der Suggestologie in Klassen für Anfänger und Fortgeschrittene. Die Lernenden waren Erwachsene. Eine ausführliche Untersuchung der Ergebnisse wird eingeschlossen.

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Training Students to Use Self-Suggestions for Personal Growth: Methods and Word-by-Word Instructions*

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Abstract

Procedures and verbatim instructions are presented for training students to use self-suggestions for (a) enhancing feelings of calmness, and readiness to "flow" with the moment-to-moment events of life, (b) enhancing enjoyment and proficiency in studying and in physical activities, (c) heightening feelings of energy and vitality, and (d) expanding awareness. The self-suggestion training is imbedded in a theoretical rationale which sees proficiency and enjoyment of living as closely associated with the "internal monologue" (the subvocal self-talk which is going on almost constantly in all individuals); the goal of the training is to minimize self-defeating self-talk and to increase the number of useful, positive self-statements. Related research and methods for evaluating the effects of the self-suggestions training are also discussed.

For human beings, the stream of consciousness typically includes a continual internal monologue together with images and feelings that are interblended with the ongoing self-talk. Foulkes and Fleisher (1975), for instance, asked experimental subjects to sit quietly and to report what, if anything, was going through their mind at the time they heard a signal; in 98% of the cases, the subjects reported that, at the time of the signal, they were thinking or subvocally talking to themselves. In fact, even when awakened during periods of light or medium sleep, experimental subjects typically reported they were either dreaming or thinking; only rarely did they state that nothing was passing through their mind at the time they were awakened (Foulkes, 1966). This stream of self-talk, feelings, and images appears to be going on practically all of the time. We are active creatures mentally; the internal monologue continues not only when we are awake but also most of the time when we are asleep.

The self-talk, and the associated feelings and images, play an important role in determining whether we cope proficiently or poorly and whether we enjoy life or feel miserable (Beck, 1976; Ellis, 1961; Meichenbaum, 1977). Although some behaviorists have argued that the internal monologue is an epiphenomenon that does not play a direct role in our life, a mass of evidence indicates that our self-talk enters into the causal chains that determine our behavior (Farber, 1963; Mahoney,

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47

1974). It should be noted, however, that our self-talk usually consists of current concerns, associations to present and past events, and fantasies about the future, interblended with worries and other "negative" or "self-defeating" thoughts. Apparently, most individuals rarely say especially useful or positive things to themselves (Klinger, 1978; Pope, 1978).

An important outcome of successful psychotherapy is that clients change what they say to themselves (Ellis, 1961; Meichenbaum, 1977). Instead of condemning and criticizing themselves and others, clients learn to minimize their self-defeating or negative self-talk and to speak subvocally to themselves more often in useful ways. An important fact, however, that has not been sufficiently emphasized is that learning to block negative self-suggestions and learning to give oneself useful or positive suggestions need not be limited to a psychotherapy context; it could also be a part of our educational system. I agree with Baudouin (1920), that the ideal place to learn to use self-suggestions is in educational settings. The focus in formal education is too much on mastering specific subject matter — e.g., languages, history, mathematics, sciences — and too little on mastering ourselves and our own lives. Training in self-suggestions for personal growth, for more effective functioning, and for greater enjoyment, should be part of education beginning during childhood and extending throughout the entire life span.

The basic assumptions which underlie this proposal for instituting training in self-suggestions in educational settings are as follows:

1. Human beings are constantly saying things to themselves.

2. The contents of the stream of self-talk play a role in determining how well individuals enjoy their lives and cope with life demands.

3. Although most of the self-talk is neutral, some is negative and harmful. Worries, concerns, fears, and other self-defeating self-suggestions ("I can't...", "What if...") enhance feelings of unhappiness, frustration, and anxiety, and interfere with smooth coping with the tasks and demands of daily life.

4. With formal practice and training in utilizing self-suggestions, individuals can learn to reduce their harmful self-talk (or "negative self-suggestions") and, correlatively, to increase their neutral and positive self-talk.

5. By reducing harmful or negative self-talk and, concomitantly, increasing neutral and positive self-talk, individuals can increase their enjoyment of life and cope more effectively with ongoing events.

Two sets of background data, each with a long history, indicate that self-suggestion training may, at times, have potent effects:

1. Coue (1922), Baudouin (1920), and others have presented a large number of case studies which describe how individuals who were living at a low level of proficiency and enjoyment changed markedly when they were exposed to positive suggestions and instructed to continue to use the suggestions themselves. More recently, Meichenbaum (1975) and other cognitive-behavior therapists have demonstrated how "self-instructions" (self-suggestions) can be learned and used beneficially by neurotic clients undergoing therapy for phobias, anxiety, hyperactivity, etc.

2. The potent effects that, at times, result from suggestions are documented in the long history of animal magnetism, hypnotism and modern hypnosis. Although the broad and complex topic labeled as "hypnosis" will not be discussed in this paper, I can state without hesitation that all knowledgeable present-day researchers in the area agree that suggestions from another person are effective, with or without formal hypnotic induction procedures, when subjects convert the suggestions into self-suggestions. Words from another person do not affect the listener unless he or she attends to, accepts, and internalizes the suggestions (Barber, 1969; Barber, 1970; Barber, Spanos, & Chaves, 1974; Fromm & Shor, 1979; Gibbons, 1979; Hilgard & Hilgard, 1975; Johnson & Weight, 1976; Ruch, 1975; Sarbin & Coe, 1972; Shor & Easton, 1973). In short, all suggestions, when effective, can be viewed as self-suggestions.

This paper presents a brief introduction to the methods I use in teaching suggestive procedures to students who are interested in personal growth. The illustrative procedures that will be presented focus on teaching students to use self-suggestions for (a) enhancing feelings of calmness, at-easeness, and flowing with life, (b) enhancing enjoyment and proficiency in studying and in physical activities, (c) heightening feelings of energy and vitality and (d) expanding awareness. Before presenting the procedures, it is appropriate to note three general considerations:

1. The aim in presenting the illustrative procedures is to provide educators with models that can be incorporated into our formal educational system. The procedures can be readily applied in adult education and with college and high school students; with some modifications, they can also be useful with younger age levels.

2. The training procedures are presented in a summary form and in an idealized way. In practice, instructors may wish to combine or supplement the model self-suggestions with other suggestions (Barber, 1978, 1979a, 1979b; Barber & Wilson, 1978; Gibbons, 1979; Hartland, 1971) and with guided imagining (Anderson, 1980; Barber & Wilson, 1979; Singer, 1974), role playing or role rehearsal (Corsini, 1966; Flowers, 1975; Freedman, 1972), covert assertion training (Rimm & Masters, 1974), negative thought stopping (Cautela, 1969; Wolpe & Lazarus, 1966), training in problem solving (Goldfried & Goldfried, 1975) and other cognitive-behavioral procedures (Foreyt & Rathjen, 1978; Kendall & Hollon, 1979).

3. The procedures I will present are similar in some ways and different in other important ways from other methods which utilize self-suggestions, such as Coue's (1922) autosuggestions, autogenic training (Schultz & Luthe, 1959), mind control (Silva & Miele, 1977), self-programmed control (Barrios, 1978), and suggestopaedia (Lozanov, 1975). In general, the above mentioned procedures have more limited goals than the training methods I will now present, which have the broad goal of showing students how to use self-suggestions for continuous personal growth.

Self-Suggestions for Calm-Flowing

The first set of suggestions that the students learn to give to themselves aim to produce mental calmness, together with a readiness to "flow" with the moment-to-moment events of life (Csikszentmihalyi, 1975). The instructor introduces this phase of the training by describing how individuals have been able to attain greater peace of mind and enjoyment by utilizing self-suggestions for calm-flowing. The instructor may also summarize reports which showed that self-suggestions of calmness have been useful in helping clients in therapy (Cautela, 1966; Kahn, Baker, & Weiss, 1968; Meares, 1960; Meichenbaum, 1975; Rachman, 1967; Yates, 1946). At the completion of the introduction, the instructor speaks along the following lines:

"Let's practice attaining a state of mind in which we feel more calm and at ease, and more ready to flow with and enjoy everything that comes our way. We'll all close our eyes and I'll say the words, the suggestions, aloud for myself and for you at the same time."

"After each phrase or statement, there will be a pause. Listen to each phrase as I state it and then repeat it silently to yourself during the pause. When you say the phrase subvocally to yourself, feel the idea in the phrase. When I say, for instance, 'Calm....at ease', let yourself feel calm and at ease as you say the words silently to yourself. It is very important to let yourself feel the experiences that are implied by the words and phrases. Let us begin by closing our eyes to get rid of distractions."

The instructor then illustrates calm-flowing suggestions along the following lines. (The four dots represent a pause of about four seconds. See Note 1.)

"Take a deep breath....breathe out slowly....feeling all the tensions leaving....taking another deep breath....breathing out slowly....feeling more and more at ease....calm....good to be alive...."

"Another deep breath....exhaling slowly....feeling calm....at ease-....flowing....at peace....lots of time....more and more time...."

"Mind is clear....calm....open....receptive....like a smooth lake-....flowing....ready to experience and enjoy new things...."

"Ready to flow....with everything....to enjoy....calm....at ease....lots of time....fully alive....feeling so good."

Following the above introduction to the calm-flowing suggestions, the instructor and the students describe situations in which they had previously experienced peace of mind and felt happy or able to flow with the problems of daily life. After this discussion, the instructor presents an alternative set of suggestions for calm-flowing while attempting to incorporate some of the situations that have been described in the class.

To illustrate, let us suppose that during the discussion one or more students describe how they typically experience feelings of calm-flowing during summer days when walking through a meadow. The instructor may now utilize the descriptions given by the students to construct another set of suggestions somewhat as follows:

"Take a relaxed position with eyes closed and feel those things I'll describe."

"Walking through a beautiful meadow....warm pleasant summer day....soft breeze blowing gently....sun warm and pleasant....feeling good-....calm....relaxed....flowing...."

"Lots of time....birds singing....flying....playing....luscious aroma of the earth....the grass....the clover....happy....feeling good...."

"Beautiful blue sky....soft white puffy clouds....calm....at ease....Aware of the fragrances....the colors....the touch of the breeze....the warm sun....flowing with every moment of life."

Learning to Use the Self-Suggestions

As soon as possible, the instructor begins to "turn over" much of the training to the students themselves. For instance, after the instructor has modeled two or three sets of calm-flowing suggestions, he or she asks the students to prepare their own self-suggestions. The students then take turns formulating and presenting aloud calm-flowing suggestions for themselves and for the others in class. Immediately after a student has modeled for the class, the other students comment on what phrases, statements, and intonations they liked in the modeled suggestions.

Although the self-suggestions can be worded in various ways, a few general "rules" that seem useful include the following:

1. The words and phrases used in the suggestions should transmit the ideas as briefly and simply as possible.

2. The suggestions should be worded "positively" instead of "not negatively". Not, "I am not distracted...not anxious", but "Calm...flowing ...at ease...", etc.

3. They should be worded in an affirmative, non-doubting way. Not, "I will try to..." or "I would like to...", but "I feel...I experience...", etc.

A very important feature in learning to use self-suggestions is the ancillary use of a tape recorder. In most instances, when either the instructor or the students are presenting suggestions, the suggestions are recorded on audiotape. In class, and also when carrying out homework assignments, the students listen to the tapes in order to improve their phrasing, wording, and methods of presenting suggestions. Also, after the students have prepared self-suggestions that are satisfactory, they turn their efforts to feeling and incorporating the suggestions; this is accomplished by listening to their own suggestions on the cassette tapes until they have memorized them and internalized them.

Applications of the Calm-Flowing Suggestions

As Meichenbaum (1976) has pointed out, some of the pitfalls to be avoided in self-suggestions training include: (a) repeating the self-

suggestions in a rote or emotionless manner without feeling the meaning behind the statements, (b) using self-suggestions that are too general and not sufficiently individualized, and (c) failing to structure opportunities to try out the self-suggestions gradually in real situations. To avoid the third pitfall, the students are guided to "test-out" gradually in real life the self-suggestions for calm-flowing soon after they have formulated their own individualized suggestions. Two kinds of applications are as follows:

1. The students at times withdraw from social interaction, close their eyes, and silently repeat, slowly with feeling, the entire set of self-suggestions they have formulated. This "long form" of the suggestions is used (a) when the students have become especially bothered, frustrated, angry, or anxious or (b) when they wish to "unwind" or "relax" after a period of effort or work involvement. The indications at present, which need to be evaluated, are that individuals who utilize the self-suggestions in the way I have just described "let go" of their feelings of frustration, agitation, or anger by shifting their thoughts to calmness and flowing with events. I expect that rigorous research will demonstrate that consistent use over a period of time of a "long form" of self-suggestions for calm-flowing will produce at least as many beneficial effects as utilization of "relaxation" procedures which involve more lengthy or more complex training such as progressive relaxation (Jacobson, 1938), autogenic training (Schultz & Luthe, 1959), and various derivatives of transcendental meditation (Benson, 1975; Carrington, 1977; Wallace, Benson, & Wilson, 1971).

2. More often, when experiencing feelings of frustration, tension, irritation, anger, etc., the students do not withdraw to a private place. Instead, they repeat silently to themselves a shorthand form of the self-suggestions while continuing to participate in ongoing moment-to-moment events. This kind of extrapolation is initiated when the instructor states, at the close of one of the calm-flowing exercises:

"Starting today, whenever I feel bothered, frustrated, or uptight, I will say to myself and I will feel these words: 'Calm....at ease....lots of time....good to be alive.'"

After discussion of the shorthand formula proffered by the instructor, the students typically derive their own shorthand self-suggestions, e.g., "Centered....feeling mellow....take it easy."

The tailored shorthand form of the calm-flowing suggestions can be utilized in a large number of daily situations. For instance, when stuck in a traffic jam, students can utilize the shorthand phrases to minimize feelings of frustration and annoyance. They can also utilize the long form together with the shorthand form of the self-suggestions to prepare for an airplane trip if they are anxious about flying, to prepare to present a talk before a group, and to prepare for any upcoming social situation, such as a party or group gathering, in which they expect to feel awkward or anxious. For example, they may formulate a shorthand version of the self-suggestions somewhat as follows:

"As I enter (the stressful situation which is pictured mentally), I

take a deep breath....exhale slowly....feeling calm....at ease....centered-....thinking clearly....ready to enjoy."

A combination of the long form and the shorthand form of the self-suggestions for calm-flowing can also be utilized when the student feels he or she is getting a headache or is tossing and turning at night instead of going to sleep. There is evidence to indicate that shifting thoughts towards calmness and relaxation can prevent the onset of headache (Cox, Freundlich, & Meyer, 1975; Haynes, Griffin, Mooney, & Parise, 1975; Tasto & Hinkle, 1973) and can hasten the onset of sleep (Kahn et al., 1968). Although self-suggestions of calm-flowing can be helpful in these cases, individuals who have headaches often or who suffer from insomnia should, of course, be checked by a physician and perhaps seen by a therapist.

Indirect Effects of Calm-Flowing Suggestions

The self-suggestions may have more useful indirect, rather than direct, effects. Two considerations that may clarify this contention are as follows:

1. The self-suggestions for calmness may hasten sleep or abort a headache by breaking the chain of ruminating or negative thoughts which are keeping the student awake or are bringing on a headache. The effective factor may not be the direct effect of the suggestions in producing calmness or relaxation, but their indirect effect in breaking the chain of ideation which is preventing the onset of sleep or is producing a headache.

2. As a result of the training, the students can become aware that they need not become anxious, frustrated, angry, etc., in situations where they typically experience such emotions. Learning indirectly in this way that negative feelings and emotions can be controlled may be the major benefit of the training. Also, the feeling of efficacy that tends to accompany the awareness that negative emotions can be minimized might be important in and of itself in living more confidently and enjoyably (Bandura, 1977).

Self-Suggestions for Improved Concentration and Memory

Almost all students have problems in concentrating while studying and in remembering material they have learned. Typically, students become distracted rather soon after they begin to read; their thoughts wander and they do not know what they have been reading. They begin reading again and, after a short period, they are distracted again, and so on and so on. One of the most valuable potential applications of self-suggestions training is to help students minimize their "mind wandering" and enhance their ability to concentrate.

Self-suggestions for improved concentration are presented after the instructor and the students have discussed variables which are known to be related to ability to concentrate such as interest in the material, setting aside a specific place and time which is reserved only for studying, etc. Within this broader context, the instructor presents the self-suggestions as intended to maximize "focused calmness" which is another important variable related to ability to concentrate. The instructor then asks the students to close their eyes, to imagine that they are at the place where they study, and to "set" themselves for concentrating by saying subvocally and letting themselves feel ideas such as the following:

"My mind is calm....open....receptive....ready to flow with the material...."

"My mind is sharp....keen....ready to absorb....like a sponge....each fact will imbed in my mind....ready to concentrate....to focus...."

"Studying with ease....feeling good....using my mind well."

After the instructor has modeled a few sets of suggestions for studying and concentrating, the students proceed to formulate their own self-suggestions. They take turns in class presenting suggestions aloud to themselves and to the other students and they make audiotape recordings of their presentations. Finally, they memorize and internalize their individualized self-suggestions while they listen to their own cassette tapes immediately before they actually study. Later, when ready to study, the students at times subvocally repeat the long form of the self-suggestions to themselves and, at other times, reinstate the feeling of readiness to concentrate by repeating shorthand phrases such as, "calm-....keen....sharp....open....like a sponge", immediately prior to studying and during breaks in the study period when they become distracted.

A hypothesis that needs to be tested empirically is that the above kinds of self-suggestions improve concentration at least as much by minimizing negative or self-defeating thoughts as by directly producing useful or positive thoughts. Most students not only fail to "set" themselves in a positive way for studying, they also characteristically give themselves negative suggestions. When students are asked to focus on what they are saying to themselves while they are preparing to study, they commonly find that they are thinking of various unrelated things and, in addition, are saying to themselves statements such as, "Why do I have to be here?", "I wish I didn't have to study", "I wish I was (somewhere else)", "This stuff is dull", and "I don't feel like working." An important general question in this area is: To what extent is the effectiveness of any set of "positive" self-suggestions due to the reduction of self-defeating, "negative" self-talk and to what extent is it due to the direct enhancement of "positive" self-talk?

The above considerations also apply to the utilization of self-suggestions for overcoming test anxiety. Students who become anxious and "block" when taking exams tend to give themselves negative suggestions immediately prior to and during the exam period. They worry about their performance and focus on the negative effects of failure and feelings of inadequacy. These negative thoughts and feelings can be

minimized by shifting into self-suggestions for competent exam performance. Shorthand self-suggestions that students can practice and utilize immediately prior to and during an exam can include phrases such as the following:

"My mind is clear....calm....focused....sharp and keen....working smoothly....material comes (from my memory)....facts flow....I remember clearly."

Extant Evaluations of Suggestions for Improved Concentration and Memory

Empirical studies, which I reviewed elsewhere (Barber, 1965), indicate that studying and concentrating can be improved by suggestions. An illustrative experiment was carried out by Fowler (1961) with 40 college students who were preselected as meeting criteria for good hypnotic subjects. The students were pretested on Form I of the Iowa Silent Reading Test and on the Otis Mental Ability Test. Subsequently, they received suggestions for intense concentration and for heightened comprehension, memory, and accuracy. Some of the students, assigned at random, received the suggestions when they were hypnotized, whereas the other students received the same suggestions without hypnosis. All of the students were then retested on Form II of the silent reading and mental ability tests. Although there was no significant change on the mental ability test, the suggestions were effective in enhancing silent reading ability equally in both groups; when given straightforwardly (without hypnosis) and also when given with hypnosis, suggestions were effective in raising grade level by about one and one-half years on the Iowa Silent Reading Test.

Somewhat similar results were obtained by Parker and Barber (1964) when they measured performance on a subtest from the Wechsler Adult Intelligence Scale (Digit Symbol). Suggestions for improved performance were effective in raising the performance of both non-hypnotic and hypnotic subjects to a level above that of the control group which did not receive the suggestions.

In a more recent investigation, Stanton (1977) worked with 100 seventh grade students who were pretested on the Test Anxiety Scale for Children. Half of the students were used as controls. The other students were exposed during three class sessions to suggestions aimed to reduce test anxiety, e.g., suggestions of enhanced ability to study with ease, enjoyment, concentration, and retention, and suggestions of relaxation, confidence, and success-expectation in the test situation. The suggestions group, but not the control group, showed a significant reduction in test anxiety immediately after the treatment. More important, the suggestions group continued to show the same degree of reduction in test anxiety when retested again six months after completion of the treatment.

Although these preliminary results are encouraging, further

research is needed to more broadly assess the effects of self-suggestions for improved learning and test-taking. A broader assessment would evaluate the effects of self-suggestions worded, taught, and practiced in various ways, and would evaluate their effects with students differing in scholastic abilities and grade levels.

Self-Suggestions for Physical Activities and Athletics

Physical activities, such as walking and running and other kinds of skilled activities associated with athletics or sports, are useful places to use self-suggestions. For instance, let us assume that the instructor and the students have agreed that they would like to enjoy walking more often. They could then work together to formulate self-suggestions that could be used for this purpose. The instructor could take the lead by asking the students to close their eyes, to imagine they are walking, and to feel the following:

"I walk freely....lightly....with energy....and strength...."

"Coordinating muscles....nerves....tendons....mind and body....with energy....strength....health...."

"I'm aware of the sky....the clouds....the earth....the trees....the people....aware of fragrances....sounds....fully aware....good to be alive...."

"Life energy flowing....through legs....chest....arms....face....breathing rhythmically....moving gracefully....naturally....harmoniously."

It should be emphasized that the students are encouraged to use visual, kinesthetic, olfactory, and other kinds of imagery as they practice the self-suggestions. For instance, when rehearsing the above self-suggestions, the students are encouraged to feel themselves walking kinesthetically, to visualize the moving panorama of earth, sky, and trees, and to feel as if they are experiencing the aromas and fragrances that they encounter.

A somewhat similar set of self-suggestions can be formulated to enhance proficiency and pleasure in running, jogging, etc. The aim of such suggestions is to produce "the kind of spontaneous performance which occurs only when the mind is calm and seems at one with the body" (Gallwey, 1974, p.13). Representative suggestions for long distance running, patterned after those presented by Dubi (1979), include the following:

"I run loosely....effortlessly....gracefully....with inner calmness....muscles working efficiently....like a well-oiled machine....energy flowing....surging through me....with power and strength."

The self-suggestions can be supplemented by appropriate visualizations. For instance, Dubi (1979) suggests that runners visualize themselves overtaking others and practice visualizing and feeling a large hand coming down from the sky, lifting them up, and effortlessly pushing them so as to overcome fatigue. Other investigators have also discussed the utilization of self-suggestions and imagery for enhanced athletic performance (Corbin, 1972; Mahoney, 1979; Nideffer, 1976; Richardson,

1967a, 1976b; Shelton & Mahoney, 1978; Suinn, 1972, 1977).

Self-Suggestions for Expanded Awareness and Vitality

The instructor and students can also work together to formulate self-suggestions that can help in living more fully and enjoyably. First, the students discuss how they would feel, think and experience if they were living at a higher level. The instructor than takes the lead in modeling a set of self-suggestions that may help to meet the goals that have been formulated by the class. For instance, if the students conclude that one facet of living fully is being more aware, the instructor might ask the students to experience the feelings that are imbedded in ideas such as the following:

"Starting today....I see everything fresh....and new....and sparkling clear....as if I've just come to the earth for the first time....I see a new sunrise....and sunset....a new sky....trees....birds....flowers....I see again clearly....distinctly....as if I've never been here before."

"Starting now....I am aware....of the miracle of life....able to feel-....see....smell....touch....taste....hear."

"Starting now....I am aware of levels and depths....of myself and every person....able to think....plan....imagine....dream....remember."

"Starting now....I am aware of the miracle of myself....of every person....of everything around me."

Similarly, if the students conclude that they would like to enhance their feelings of vitality and energy, the instructor might model self-suggestions along the following lines:

"Starting now....I feel alert....fully alive....flowing with energy....strength....health....vitality....unused potentials....living energy flowing....pulsating....vibrating."

The procedure henceforth is similar to that stated previously: After the students have prepared their own tailored self-suggestions, they practice presenting the suggestions to themselves and to the other class members, make cassette tapes of their revised self-suggestions, and memorize the long-form and a shorthand form of the suggestions.

A number of therapists (Coue, 1922; Hartland, 1971; Stanton, 1975, 1977) have incorporated suggestions for heightened energy and vitality into their clinical practice. These therapists have also presented cases indicating that such suggestions, which Hartland (1971) has labeled as "ego-strengthening" suggestions, at times produce dramatic effects.

An experimental evaluation of the effectiveness of ego-strengthening suggestions in an educational setting has been presented by Stanton (1975). The subjects were 60 college students who were randomly allocated to three groups. Subjects in the first group served as controls who did not receive suggestions. Subjects in the second group received the ego-strengthening suggestions after they were asked to close their eyes (eyes-closed group). The ego-strengthening suggestions, which em-

phasized feelings of well-being, vitality, strength, health, and energy, were administered to the eyes-closed group in four 20-minute sessions spread over a period of two weeks. Subjects in the third group also received the ego-strengthening suggestions, in the same way as the eyes-closed group, except that they first received preliminary suggestions for relaxation in a situation defined to them as hypnosis (hypnotic relaxation group). Prior to beginning the experiment, all subjects completed the Willoughby Questionnaire which is designed to measure neuroticism, a standardized Assertiveness Scale, and two Social Interaction Scales which measure social avoidance and fear of negative evaluation. The pre- and post-experimental scores of the control group did not differ significantly on any of the tests. In contrast, both groups receiving the ego-strengthening suggestions (eyes-closed group and hypnotic relaxation group) showed significant improvements on all of the tests; that is, both groups of subjects receiving the suggestions showed reduced anxiety, heightened assertiveness, decreased social avoidance tendencies, and a reduced fear of negative evaluation. The two groups receiving the ego-strengthening suggestions improved to the same extent on the Willoughby measure of neuroticism and also on the Lazarus assertiveness scale. Although both groups also obtained higher scores on the Social Interaction Scales, the hypnotic relaxation group showed the greatest gain on these scales.

Evaluation of Self-Suggestions Training

Although there is no reason to view the self-suggestions training described above as a panacea, it should produce measurable enhancements in (a) general ability to enjoy life and to cope with problems of daily living, (b) generalized ability to minimize negative or self-defeating thoughts and to experience feelings of efficacy and self-control, and (c) specific abilities to study and concentrate more proficiently, to enjoy physical activities, etc.

Evaluation of these effects raises a challenge for researchers. First, tests which measure general coping abilities and life-enjoyment need to be constructed and validated. The tests would then be administered to students before they undergo the self-suggestions training, immediately upon completion of the training, and after various follow-up periods such as six months, one year, and two years. Of course, control subjects would also be given the same tests at the same time intervals. During the follow-up measurements, researchers should also assess to what extent the students who received the training continue to use the self-suggestions. We might expect to find that some of the students are using some self-suggestions on some occasions, but the most important effects may be more indirect.

An indirect effect which needs to be carefully evaluated at follow-up periods is that the students may have significantly reduced their negative, self-defeating, worrisome thoughts without necessarily

increasing their use of positive self-suggestions. A related indirect effect may lie in the students' new understanding, gained from the self-suggestions training, that they can shift their thoughts, they can stop worrying, and they can control some of the things that happen to them. In brief, an enhanced feeling of efficacy (Bandura, 1977) may be an indirect but important effect of the training.

An appropriate evaluation of the effects of the training will also assess specific enhancements that are closely associated with specific self-suggestions; e.g., ability to remain calm and flowing in specific life situations, ability to enjoy and to perform more proficiently at physical activities, and ability to study and concentrate more proficiently. The self-suggestions for improved concentration may also have "spill over" effects. A variety of same subjects and randomized subjects research designs will be necessary to answer such questions as: Do students learn languages or other subjects better after they have been trained in using self-suggestions? Can self-suggestions training be combined with the Lozanov (1978) techniques to further enhance learning proficiency? With what kind of subject matter and what kinds of students is self-suggestions training effective in raising learning performance?

Once we begin to institute self-suggestions training in a variety of educational settings, a new set of research questions will arise. What are the most effective, most efficient, and most popular methods of training students to use self-suggestions? What kinds of students benefit the most from the training? Is the greatest benefit found among students with high self-esteem, or those who are most verbal, or those who are achievement oriented? What kinds of instructors obtain the best results? Can the training be successful only when instructors are enthusiastic, or are they convinced that self-suggestions are useful, or have they successfully used self-suggestions in their own life? What is the best training for instructors in preparing to teach self-suggestions? What is the best way to introduce the training into the curriculum in different educational settings? What is the best way of combining or supplementing the self-suggestions training with training in the use of imagery (Singer, 1974), training in problem solving (Goldfried & Goldfried, 1975), covert assertion training (Rimm & Masters, 1974), and training in other useful cognitive-behavioral procedures (Beck, 1976; Ellis, 1961; Foreyt & Rathjen, 1978; Kendall & Hollon, 1979; Mahoney, 1974; Meichenbaum, 1977)?

Note

I have made a cassette audiotape which illustrates the vocal qualities of the suggestions — e.g., pitch, volume, rate, pauses, intonations, expressiveness, and rhythm. This cassette, which includes all of the self-suggestions presented in this paper, is available at cost to educators who are considering conducting training in self-suggestions. Educators interested in receiving more in-depth training in presenting suggestive

procedures are welcome to write to me for further details at Cushing Hospital, Framingham, Massachusetts 01701.

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L'entraînement des étudiants à l'auto-suggestion pour le développement de la personnalité: méthodes et directives orales
L'auteur présente des procédés et des directives orales pour l'entraînement des étudiants à l'emploi de l'auto-suggestion pour (A) faire ressortir des sensations de calme et d'aptitude à prendre tous les instants de la vie comme ils se présentent, (B) accroître le plaisir et la facilité des études et des activités physiques, (C) augmenter les sensations d'énergie et de vitalité, et (D) développer la lucidité. L'entraînement auto-suggestif est enraciné dans un raisonnement théorique qui envisage un rapport étroit entre la facilité et la joie de vivre avec un "monologue intérieur" (monologue intérieur quasi ininterrompu en tout individu); l'objectif de l'entraînement est de diminuer l'aspect négatif du monologue intérieur et d'augmenter son aspect positif. L'auteur discute également de recherches connexes et de méthodes destinées à mesurer les effets de l'entraînement auto-suggestif.

El entrenamiento de estudiantes en el uso de autosugestiones para el crecer personal: Métodos e instrucciones palabra por palabra. Procedimientos e instrucciones al pie de la letra se presentan por el entrenamiento de estudiantes en el uso de autosugesticnes para (a) aumentar sentidos de calma, y disposición "fluir" con los eventos efímeros de vida, (b) mejorando el goce e habilidad en el estudiar y actividades físicas, (c) el realzar de sentidos de energía y brio e (d) el alargar del saber. El entrenamiento en autosugestión es encajado en una exposición teorética que ve habilidad y goce de viver como asociados de cerca con el "monólogo interno" (la autoplática subverbal quc se va casi siempre en todas personas); la meta del entrenamiento es el disminuir de la autoplatica de autoderrota e acrecentar el número de autodeclaraciones utiles y positivas. La investigación conexa y metodos para evaluación de efectos del entrenamiento en autosugesticnes se discuten también.

Wie man Studenten unterrichtet, selbst-Suggestionen für persönliche Entwicklung zu benutzen: Methoden und Wort für Wort Anweisungen
Das Verfahren und Wort für Wort Anweisungen werden

dargestellt, um Studenten zu unterrichten, wie man selbst-Suggestionen benutzt, um (A) die Gemütsruhe und die Lebensbereitwilligkeit zu erhöhen, (B) die Freude und die Fertigkeit an Lernen und an körperliche Tätigkeiten zu erhöhen, (C) Gefühle der Arbeits- und Lebensfähigkeit zu erhöhen und (D) die Bewußtheit zu erweitern. Die Selbstsuggestionslehre ist ein Teil der theoretischen Grundlage, die behauptet, daß die Lebensfähigkeit und Lebensfreude mit dem inneren Selbstgespräch verbunden ist. (Dieses Selbstgespräch läuft fast ununterbrochen in den meisten Personen.) Es ist das Ziel der Lehre, das selbstzunichtemachende Selbstgespräch zu vermindern und die Anzahl der nutzbaren positiven Selbstsätze zu vermehren. Andere Untersuchungen und Methoden, womit man die Wirkungen der selbst-Suggestionen abschätzen kann, werden auch besprochen

64

Erratum

SALT, 1979, 4(1), should have been titled Spring, 1979 instead of Fall, 1979.